

HAWAII PYS 2024-2027

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## OVERVIEW

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

## OPTIONS FOR SUBMITTING A STATE PLAN

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

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

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined State Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II-IV of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)
- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et seq.)
- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))<sup>1</sup>

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

#### HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

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

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support

ongoing program development and coordination. Operational planning elements include:

- State Strategy Implementation,
- State Operating Systems and Policies,
- Assurances,
- Program-Specific Requirements for the Core Programs, and
- Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce Innovation and Opportunity Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.<sup>2</sup> States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations. Use of links to external websites and documents is permitted within the State Plan narrative submission, if such links remain active and adhere to Section 508 accessibility requirements.

**Paperwork Reduction Act:** The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the Federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address.

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

## I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

### A. WIOA STATE PLAN TYPE

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

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

**Combined State Plan.** This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below.

This is a unified plan

## COMBINED PLAN PARTNER PROGRAM(S)

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

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)

No

Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)

No

Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))

No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

No

Trade Adjustment Assistance for Workers programs (activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))

No

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)

No

Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)

No

Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))

No

Employment and training activities carried out by the Department of Housing and Urban Development

No

Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

No

## B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

The State of Hawai'i, under the leadership of Governor Josh Green, M.D., and under the guidance of the Department of Labor and Industrial Relations under Director Jade Butay, is proud to present its 2024-2027 Workforce Innovation and Opportunity Act (WIOA) Unified Workforce Development Plan (Plan) which is required by WIOA sec. 102 (29 U.S. Code § 3112). The State of Hawai'i is choosing to submit a Unified State Plan which outlines a four-year strategy for the six core WIOA programs.

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

Hawai'i, known as a "Pacific Paradise," boasts stunning landscapes, favorable weather, and hospitable locals. Nonetheless, many of the state's population are faced with the inability to afford basic necessities and secure employment that pays a sustainable wage. This is due to the state's economy being largely concentrated in low-skill and low-wage service-based jobs, a small job market, and among the highest costs of living in the nation. Moreover, the housing market is exceptionally tight, and other employment barriers exacerbate the situation.

Despite these challenges, stakeholders in the workforce development sector have taken steps to effect positive change. Several non-profit organizations and other entities acknowledge that remote economy workforce development is pivotal to economic growth, and that good jobs are essential in increasing prosperity. Stakeholders are optimistic and have shown significant interest and support in this regard.

Efforts are underway to better align stakeholders and achieve mutual goals. In September 2023, the State of Hawai'i Department of Labor and Industrial Relations and the Chamber of Commerce Hawai'i held the inaugural "Future of Work in Hawai'i" Conference, which aimed to foster collaboration and to identify ways to enhance Hawai'i 's workforce development.

The well-attended event brought together speakers from the State's top seven labor/economic sectors: Tourism, Defense, Construction, Health Care, Technology/IT, Energy, and the Public Sector. Each sector mapped out projected labor needs for the next few years as well as the challenges they face. It was an authentic effort to create a more integrated approach to the State's labor needs.

A few days later, a Workforce Summit was held which gathered more than a dozen specific stakeholder organizations and allowed for a high-level sharing of ideas and best practices facilitated by a team from the National Governor's Association. The event clearly demonstrated a need to foster a collaborative relationship with all stakeholders.

For example, with funding through the University of Hawai'i (through its community colleges) Good Jobs Initiative, the Department of Labor and Industrial Relations' QUEST Grant, and the Chamber of Commerce Hawai'i organized Sector Partnerships with emphasis on key employment sectors. The Hawai'i State Department of Education has created its Workforce

Development Branch which is dedicated to “coordinating educational opportunities with Hawai‘i’s business sectors to help schools prepare students for the workforce.”

There is optimism and a groundswell of interest and support from various organizations and non-profits, all of whom recognize that in a small, remote economy workforce development plays a critical role in economic development, and that good jobs are essential to greater prosperity.

There is promise as the economic engines pivot to more targeted futures in Health Care, Technology, Creative Arts, and other promising economic clusters. Private businesses such as Hawai‘i Pacific Health and Queens Healthcare System have collaborated with local high schools to create certifications and pathways to health care careers.

But there is a sense of urgency. The exodus of Hawai‘i residents continues, and the labor situation will get more challenging in time if the status quo remains.

What are the action items that the State of Hawai‘i needs to pursue to ease the challenge, particularly for the populations who have barriers to employment?

The development of a strategic plan is federally mandated by the US Department of Labor as part of WIOA for states to continue to receive federal funding. It is essential to better align the workforce to meet the needs of employers and provide the skills and tools to the vulnerable communities to overcome employment barriers.

However, the US Department of Labor advocates that *“WIOA state planning affords state boards an opportunity to refresh and forge new partnerships with key stakeholders from P-12, career and technical education, higher education, economic development, state and regional transportation and energy agencies, community-based organizations, Registered Apprenticeship Program sponsors, and the business community to ensure that WIOA investments connect individuals to quality jobs and provide genuine pathways to the middle class.”* (Training and Employment Guidance Letter No. 04-23)

Additionally, this is an opportune time to take advantage of unprecedented “historic federal investments” such as the Infrastructure Investment and Jobs Act, also known as the Bipartisan Infrastructure Law (BIL), the Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Act, and the Inflation Reduction Act (IRA) (collectively referred to as Investing in America (IIA)) to initiate creative solutions on education and workforce development system challenges. Hawai‘i has the opportunity to take advantage of these federal funds to invest in Hawai‘i’s future.

Coordination is particularly imperative if Hawai‘i is to take advantage of historic federal investments. The State of Hawai‘i and its Governor, Dr. Joshua Green is aspiring to create a “21st century, globally competitive state economy and a prepared workforce.”

Accordingly, our strategic plan is divided into two portions: strategic elements and the operational elements.

Strategic elements include an economic analysis of the workforce, (including the projected needs of in-demand industries and forecasts for high growth areas), an inventory of the public, private and philanthropic organizations, and their purview as well as their portion of Hawai‘i’s future of work, and acknowledgement of emerging global realities: AI, the gig economy, and post pandemic attitudes towards work.



Note that this Unified Plan is not intended to be a Master Plan but to serve as guidance for all of Hawai'i's stakeholders to improve employment opportunities that lead to sustainable, living wage. It prompts the public sector to cultivate partnerships with educators, employers, employees, and key stakeholders to drive workforce development for high demand jobs, create pathways to living wage occupations and enhance skill building for high growth industries. What this Plan also uncovered was the need to create a long-term aspirational goal that will unite and rally the stakeholders to take bold action steps towards the desired objective of gainfully employed Hawai'i residents who can raise their families in a safe, thriving, culturally sensitive and economically diverse economy, ensuring prosperity for all.

The process for this Unified Plan started with the convening of the members of the Workforce Development Council in September 2023 wherein they conducted a strategic Planning session, and a state vision and mission were developed. This was followed by scores of interviews with Council Members, academe, community leaders, business leaders and others who were all relevant to the conversation. Meetings with WIOA core partners were held throughout many months to ensure efforts were aligned and coordinated.

After the first draft of the Plan was completed, the Plan was posted on the WDC website for the public comment period for 30 days and receive several comments.

The WDC presented the draft Unified Plan to several groups, including Local Workforce Development Boards and other stakeholders to solicit public comments.

The plan is outlined below into four areas of focus reflecting the vision, values, and goals of Hawai'i.

### **1. ALIGNMENT WITH ECONOMIC GROWTH**

Goal: Tie economic development with workforce development to address core issues like labor shortage, living wage, economic diversification, and jobs for the future.

### **2. EDUCATION AND TRAINING ALLIANCES**

Goal: Build stronger bridges with Hawaii's educators and training providers since a strong education and training ecosystem will yield lifelong learners and foster innovation in a fast-changing world.

### **3. INCLUSIVITY AND EQUITY**

Goal: Prioritize services to vulnerable populations with barriers to employment, particularly immigrants, especially those from the neighbor islands, and veterans and military spouses.

### **4. WORKFORCE SYNERGY**

Goal: Establish integration and collaboration amongst those who labor in the workforce development space, including those in the public, private and philanthropic sectors.

We note that the challenges related to workforce development are complex, and we realize that there is a need to present immediate solutions to present-day challenges, but we also intend to be aspirational and farther ranging so our strategies also cover long-term goals, carried over time.

An Executive Summary of the focus and goals follows this Introduction.

A more in-depth discussion of these goals, the rationale, and the strategies to achieve these targets can be found in the Strategic Element, Section II.B.2 "State Strategy."

After the Strategic element portion, the second part of this Unified Plan is the Operational Element segment which provides the details of how each of the WIOA core programs can collectively achieve the goals set. These core programs, namely Workforce Development Division (for Title I and III), the Hawaii State Department of Education (for Title II), and the Department of Vocational Rehabilitation (Title IV), wrote their pertinent sections which also include their performance measures.

### **C. Executive Summary**

The Hawaii State Workforce Development Unified Plan for Program Years (PYS) 2024-2027 presents a comprehensive strategy aimed at transforming Hawaii's workforce and economic landscape. While focused on WIOA (Workforce Innovation and Opportunity Act), it proposes a larger roadmap to fully leverage federal investments, coordinate with others doing workforce development, and foster sector partnerships, to cultivate a more resilient, inclusive economy.

Hawaii faces a distinct challenge: an especially high cost of living coupled with a predominantly low-wage, service economy, all within a small and isolated population. Many residents fail to earn a living wage, others work multiple jobs to try to meet their financial needs.

The state's lack of economic diversity was a primary factor in its labor force being severely impacted during COVID-19 when tourism came to a standstill. Not surprisingly, there has been a net loss in the resident population every year since 2019. This situation continues.

There are major, but poorly understood, trends that impact the labor force. These include the rapid emergence of the gig economy, remote work arrangements, and the accelerating impact of automation and artificial intelligence.

Finally, there is the promise of certain emerging, high-growth sectors, a jump in federal funding for workforce development, and the emergence of strategic alliances among key workforce development stakeholders.

This Unified Plan responds to these challenges and opportunities, seeking to address current workforce needs and diversify the economy, to improve the standard of living in Hawaii.

### **Strategic Focus**

The Plan is anchored in four focus areas, each targeting critical areas of workforce and economic development:

- **ALIGNMENT WITH ECONOMIC GROWTH**

Recognizing the interdependence of economic growth and workforce development in Hawaii's isolated community with limited workforce mobility, the goal is to ensure a workforce readiness that helps grow the state's economy.

- **EDUCATION AND TRAINING ALLIANCES**

Strengthening collaborations with educational institutions, trainers and providers of support services, to align their programs with evolving labor market demands, thus ensuring a ready workforce for Hawaii.

- **INCLUSIVITY AND EQUITY**

Enhancing access to quality jobs to ensure a just future for all, especially for vulnerable populations. Ensuring economic growth that is inclusive and equitable that benefits the entire community is essential.

- **WORKFORCE SYNERGY**

Leveraging the strengths of the public, private, and philanthropic sectors to foster a more integrated approach to workforce development.

### **Recommendations**

The strategic and operational aspects of the plan outline implementation strategies across the core Workforce Innovation and Opportunity Act (WIOA) programs, focusing on:

- Aligning education and workforce needs through sector-specific strategies and partnerships with educational institutions, employers and business associations.
- Encouraging ongoing partnerships across government, business, and community organizations to align efforts and share best practices, including developing an overarching State goal on workforce development.
- Developing an integrated data plan to measure performance and respond to changing landscape.
- Advocating for policies that support workforce development, economic diversification, and inclusive growth.
- Support initiatives that invest in emerging and high-growth sectors to diversify the economy and create sustainable employment opportunities.
- Targeting investments in education, training, and infrastructure to build a resilient and competitive workforce.
- Committing to integration amongst the WIOA Core partners which is customer focused and includes wraparound services.
- Developing specific programs to improve job access and career progression for underrepresented and vulnerable groups.
- Enhancing program effectiveness through rigorous metrics, continuous evaluation, and adaptation to changing labor market conditions.

## **II. STRATEGIC ELEMENTS**

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State’s current economic environment and identifies the State’s overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. Where requirements identify the term “populations”, these must include individuals with barriers to employment as defined at WIOA Section 3. This includes displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and

Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. Additional populations include veterans, unemployed workers, and youth, and others that the State may identify.

## A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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

### 1. ECONOMIC AND WORKFORCE ANALYSIS

#### A. ECONOMIC ANALYSIS

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

##### I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

##### II. EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

##### III. EMPLOYERS' EMPLOYMENT NEEDS

With regard to the industry sectors and occupations identified in (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.

#### **A.1. ECONOMIC ANALYSIS**

##### **DEMAND**

The job distribution across Hawai'i's state and counties in 2022 highlights a strong dependence on the Leisure and Hospitality sector, especially in Maui and Kauai Counties, where it constitutes 30.2% and 29.6% of jobs respectively. Government and Retail Trade are other major employment sectors across the state and counties. Notably, each county exhibits unique employment characteristics: Honolulu County has a significant Government sector (21%), while Hawai'i County shows a balanced mix of Government and Leisure and Hospitality jobs.

In 2022, Hawai'i's total nonagricultural wage and salary jobs numbered 618,100, with the Government sector being the largest employer, accounting for 19.5% of all jobs. The Health Care & Social Assistance sector followed with 11.7%, and Retail Trade with 10.5%. Notably, Food Services & Drinking Places also constituted a significant portion, representing 10.3% of the total jobs. Other key sectors included Natural Resources & Mining & Construction, and Accommodation, each contributing around 6% to the job market.

*Table 1.1. Job Count by Industry - State of Hawai'i, 2022.*

Industry	2022 Employment	Industry Distribution
TOTAL NONAGRICULTURAL WAGE & SALARY JOBS	618,100	100.0%
Government	120,800	19.5%
Health Care & Social Assistance	72,400	11.7%
Retail Trade	64,900	10.5%
Food Services & Drinking Places	63,500	10.3%
Nat. Resources & Mining & Construction	37,300	6.0%
Accommodation	37,000	6.0%
Administrative & Support & Waste Management & Remediation Services	36,600	5.9%
Transportation & Warehousing	29,300	4.7%
Other Services	26,200	4.2%
Professional, Scientific & Tech. Svcs.	26,000	4.2%
Wholesale Trade	17,300	2.8%
Finance & Insurance	15,700	2.5%
Private Educational Services	14,000	2.3%
Manufacturing	12,500	2.0%
Real Estate & Rental & Leasing	12,100	2.0%
Arts, Entertainment, & Recreation	11,900	1.9%
Management of Companies & Enterprises	8,700	1.4%
Information	8,500	1.4%
Utilities	3,600	0.6%

In Honolulu County in 2022, there were 444,700 wage and salary jobs. The Government sector was the largest employer, constituting 21% of jobs. The Health Care & Social Assistance sector followed with 12.2%, and Food Services & Drinking Places with 9.8%. Retail Trade also played a significant role in employment, accounting for 9.5% of the jobs. Other notable sectors included Natural Resources & Mining & Construction, and Administrative & Support & Waste Management & Remediation Services, contributing 6.0% and 5.7% respectively.

*Table 1.2. Job Count by Industry - Honolulu County, 2022*

Industry	2022 Employment	Industry Distribution
WAGE & SALARY JOBS	444,700	100.0%
Government	93,200	21.0%
Health Care & Social Assistance	54,400	12.2%
Food Services & Drinking Places	43,700	9.8%
Retail Trade	42,400	9.5%
Nat. Resources & Mining & Construction	26,900	6.0%
Administrative & Support & Waste Management & Remediation Services	25,400	5.7%
Professional, Scientific & Tech. Svcs.	21,800	4.9%
Transportation & Warehousing	21,500	4.8%
Other Services	19,700	4.4%
Accommodation	15,900	3.6%
Wholesale Trade	13,600	3.1%
Finance & Insurance	13,200	3.0%
Private Educational Services	11,100	2.5%
Manufacturing	9,200	2.1%
Real Estate & Rental & Leasing	8,200	1.8%
Management of Companies & Enterprises	8,000	1.8%
Arts, Entertainment, & Recreation	7,200	1.6%
Information	7,000	1.6%

I

In Hawai'i County in 2022, the total nonagricultural wage and salary jobs amounted to 68,100. The Government sector was the largest employer, comprising 20.9% of the job market. Closely following was the Leisure and Hospitality sector, representing 20.4% of the employment. Retail Trade was also a significant contributor, accounting for 14.1% of jobs, while Health Care & Social Assistance made up 10.9%. Additionally, Administrative & Support & Waste Management & Remediation Services, and Natural Resources & Mining & Construction were notable sectors, contributing 6.5% and 5.4%, respectively.

*Table 1.3. Job Count by Industry - Hawai'i County, 2022*

Industry	2022 Employment	Industry Distribution
TOTAL NONAGRICULTURAL WAGE & SALARY JOBS	68,100	100.0%
Government	14,200	20.9%
Leisure and Hospitality	13,900	20.4%
Retail Trade	9,600	14.1%
Health Care & Social Assistance	7,400	10.9%
Administrative & Support & Waste Management & Remediation Services	4,400	6.5%
Nat. Resources & Mining & Construction	3,700	5.4%
Transportation, Warehousing & Utilities	3,100	4.6%
Financial Activities	2,500	3.7%
Other Services	2,200	3.2%
Wholesale Trade	1,700	2.5%
Professional, Scientific & Tech. Svcs.	1,700	2.5%
Manufacturing	1,600	2.3%
Private Educational Services	1,300	1.9%
Information	600	0.9%
Management of Companies & Enterprises	300	0.4%

In Maui County in 2022, there were 74,400 nonagricultural wage and salary jobs. The largest sector was Leisure and Hospitality, accounting for 30.2% of employment. Retail Trade followed with 12.1%, and the Government sector comprised 11.6% of jobs. Health Care & Social Assistance also played a significant role, making up 10.6% of the employment landscape. Other noteworthy sectors included Administrative & Support & Waste Management & Remediation Services and Natural Resources & Mining & Construction, contributing 6.6% and 6.2% respectively.

*Table 1.4. Job Count by Industry - Maui County, 2022*

Industry	2022 Employment	Industry Distribution
TOTAL NONAGRICULTURAL WAGE & SALARY JOBS	74,400	100.0%
Leisure and Hospitality	22,500	30.2%
Retail Trade	9,000	12.1%
Government	8,600	11.6%
Health Care & Social Assistance	7,900	10.6%
Administrative & Support & Waste Management & Remediation Services	4,900	6.6%
Nat. Resources & Mining & Construction	4,600	6.2%
Transportation, Warehousing & Utilities	4,200	5.6%
Other Services	3,200	4.3%
Financial Activities	2,900	3.9%
Professional, Scientific & Tech. Svcs.	1,800	2.4%
Wholesale Trade	1,400	1.9%
Private Educational Services	1,300	1.7%
Manufacturing	1,200	1.6%
Information	700	0.9%
Management of Companies & Enterprises	300	0.4%

In Kauai County, the total nonagricultural wage and salary jobs were 30,700. The Leisure and Hospitality sector was the most prominent, comprising 29.6% of the employment. This was followed by the Government sector at 16.0%, and Retail Trade at 12.4%. Health Care & Social Assistance also made a notable contribution, accounting for 8.5% of jobs. Other significant sectors included Natural Resources & Mining & Construction, and Administrative & Support & Waste Management & Remediation Services, with 6.8% and 6.2% of the job market, respectively.

*Table 1.5. Job Count by Industry - Kauai County, 2022*



Industry	2022 Employment	Industry Distribution
TOTAL NONAGRICULTURAL WAGE & SALARY JOBS	30,700	100.0%
Leisure and Hospitality	9,100	29.6%
Government	4,900	16.0%
Retail Trade	3,800	12.4%
Health Care & Social Assistance	2,600	8.5%
Nat. Resources & Mining & Construction	2,100	6.8%
Administrative & Support & Waste Management & Remediation Services	1,900	6.2%
Transportation, Warehousing & Utilities	1,700	5.5%
Financial Activities	1,100	3.6%
Other Services	1,000	3.3%
Professional, Scientific & Tech. Svcs.	800	2.6%
Manufacturing	600	2.0%
Wholesale Trade	500	1.6%
Private Educational Services	300	1.0%
Information	200	0.7%
Management of Companies & Enterprises	100	0.3%

## JOB OPENINGS

The job market in Hawai'i from December 2022 to November 2023 showed significant activity in specific sectors across various counties. Statewide, the Health Care and Social Assistance sector led in job openings with 22,628 positions, closely followed by Accommodation and Food Services, and Retail Trade. In Honolulu County, Health Care and Social Assistance remained the top sector, but Professional, Scientific, and Technical Services also showed strong demand. Accommodation and Food Services dominated job openings in Hawai'i, Maui, and Kauai Counties, reflecting the state's strong reliance on tourism. The data also indicates a consistent demand across counties for jobs in Administrative and Support and Waste Management and Remediation Services, highlighting the importance of these services in Hawai'i's job market.

*Table 1.6. Total Annual Job Openings in State of Hawai'i (Dec. 2022 - Nov. 2023) – Top 10 Industries*

Industry	Job Openings
Health Care and Social Assistance	22,628
Accommodation and Food Services	20,522
Retail Trade	20,505
Professional, Scientific, and Technical Services	15,889
Administrative and Support and Waste Management and Remediation Services	14,491
Finance and Insurance	7,223
Transportation and Warehousing	6,503
Public Administration	6,419
Educational Services	6,119
Manufacturing	5,230

*Table 1.7. Total Annual Job Openings in Honolulu County (Dec 2022 - Nov 2023) – Top 10 Industries*

Industry	Job Openings
Health Care and Social Assistance	17,238
Retail Trade	15,435
Professional, Scientific, and Technical Services	13,851
Accommodation and Food Services	12,644
Administrative and Support and Waste Management and Remediation Services	9,848
Finance and Insurance	6,400
Educational Services	5,357
Public Administration	4,571
Transportation and Warehousing	3,951
Manufacturing	3,949

*Table 1.8. Total Annual Job Openings in Hawai'i County (Dec 2022 - Nov 2023) – Top 10 Industries*

<b>Industry</b>	<b>Job Openings</b>
Accommodation and Food Services	2,884
Health Care and Social Assistance	2,548
Administrative and Support and Waste Management and Remediation Services	2,005
Retail Trade	1,747
Public Administration	775
Transportation and Warehousing	589
Real Estate and Rental and Leasing	554
Professional, Scientific, and Technical Services	541
Wholesale Trade	467
Educational Services	369

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*Table 1.9. Total Annual Job Openings in Maui County (Dec 2022 - Nov 2023) – Top 10 Industries*

Industry	Job Openings
Accommodation and Food Services	3,334
Retail Trade	2,463
Health Care and Social Assistance	1,751
Administrative and Support and Waste Management and Remediation Services	1,687
Transportation and Warehousing	1,120
Professional, Scientific, and Technical Services	706
Manufacturing	680
Wholesale Trade	599
Public Administration	575
Real Estate and Rental and Leasing	466

*Table 1.10. Total Annual Job Openings in Kauai County (Dec 2022 - Nov 2023) – Top 10 Industries*

Industry	Job Openings
Accommodation and Food Services	1,660
Health Care and Social Assistance	1,091
Administrative and Support and Waste Management and Remediation Services	951
Retail Trade	860
Transportation and Warehousing	843
Professional, Scientific, and Technical Services	791
Real Estate and Rental and Leasing	563
Public Administration	498
Wholesale Trade	300
Manufacturing	276

### HAWAII'S JOB MARKET BY INDUSTRY FROM 2020 TO 2030:

- Accommodation and Food Services are projected to see the largest increase in actual numbers, growing by 41,580 jobs from 69,750 to 111,330.
- Health Care and Social Assistance, despite a lower growth rate (1.4%), also shows a significant numeric increase, with 11,340 new jobs, rising from 73,920 to 85,260.
- The Arts, Entertainment, and Recreation sector, while having a high growth rate (4.5%), translates to an increase of 4,460 jobs, reaching 12,540 by 2030.
- Transportation and Warehousing are expected to add 8,750 jobs, a considerable absolute increase given its 3.2% growth rate.
- On the lower end, sectors like Finance and Insurance, and Government show minimal absolute growth, with the former adding only 20 jobs and the latter 400 over the decade.
- The Utilities sector is the only one projected to decline, losing 350 jobs by 2030.

*Table 1.11. Average Annual Job Growth by Industry for Long-Term Projections, State of Hawai'i, 2020-2030*

Industry Title	Employment		Annual
	2020	2030	Growth
Accommodation and Food Services	69,750	111,330	4.8%
Arts, Entertainment, and Recreation	8,080	12,540	4.5%
Transportation and Warehousing	23,370	32,120	3.2%
Other Services	22,200	26,660	1.8%
Health Care and Social Assistance	73,920	85,260	1.4%
Administrative and Support and Waste Management and Remediation Services	34,050	38,920	1.3%
Information	7,250	8,060	1.1%
Real Estate and Rental and Leasing	10,770	11,980	1.1%
Educational Services	50,720	55,890	1.0%
Professional, Scientific, and Technical Services	23,800	25,640	0.8%
Manufacturing	11,900	12,770	0.7%
Management of Companies and Enterprises	8,240	8,760	0.6%
Construction	35,870	37,400	0.4%
Retail Trade	61,110	63,620	0.4%
Wholesale Trade	16,350	17,010	0.4%
Self Employed	46,950	48,660	0.4%
Agriculture, Forestry, Fishing and Hunting	7,360	7,620	0.4%
Government	74,800	75,200	0.1%
Finance and Insurance	15,960	15,980	0.0%
Utilities	3,660	3,310	-1.0%

### HAWAII'S JOB MARKET BY OCCUPATION FROM 2020 TO 2030:

- **Significant Expansion in Service-Oriented Jobs:** The largest growth is observed in the service sector, particularly in Food Preparation and Serving Related occupations (3.9% growth), indicating a substantial expansion of the hospitality industry. Personal Care and Service occupations are also growing considerably (3.0%), reflective of an increasing demand for personal care services.
- **Healthcare Sector Dynamics:** Healthcare Support (2.1% growth) and Healthcare Practitioners and Technical (1.0% growth) occupations are expanding steadily. This trend aligns with the broader national trend of an aging population and the consequent increase in healthcare needs.
- **Consistent Growth in Building and Transportation:** Building and Grounds Cleaning and Maintenance, and Transportation and Material Moving occupations are showing consistent growth (2.0% and 1.9%, respectively). This indicates ongoing development in infrastructure and logistics sectors.
- **Stability in Educational Services:** The Education, Training, and Library occupations are growing at a steady rate of 1.2%. This suggests a stable demand for educational professionals, likely driven by population growth and evolving educational needs.
- **Moderate Increase in Management Roles:** Management occupations are growing at a moderate pace of 1.2%. This growth could be tied to the overall expansion of businesses and industries in the state.
- **High Turnover in Key Sectors:** Despite lower growth rates, Office and Administrative Support, and Sales and Related occupations show a high number of annual openings (8,350 and 7,660 respectively), indicating significant job turnover in these fields.
- **Gradual Growth in Technical and Skilled Trades:** Sectors like Construction and Extraction, and Arts, Design, Entertainment, Sports, and Media are experiencing moderate growth.
- **Minimal Growth or Decline in Certain Sectors:** Some sectors like Finance and Insurance, and Utilities are showing minimal growth or a decline. This could indicate a saturation in these sectors or increasing efficiency leading to reduced labor demand.

*Table 1.11-B. Average Annual Job Growth by Occupation for Long-Term Projections, State of Hawai'i, 2020-2030*

Occupation Title	Employment		Annual	Annual Average Openings			
	2020	2030	Growth	Change	Transfer	Exits	Total
Food Preparation and Serving Related	59,700	87,450	3.9%	2,780	7,470	5,560	15,810
Personal Care and Service	16,180	21,680	3.0%	550	1,560	1,210	3,320
Healthcare Support	23,410	28,900	2.1%	550	1,640	1,490	3,680
Building and Grounds Cleaning and Maintenance	32,110	39,200	2.0%	710	2,600	2,020	5,330
Transportation and Material Moving	45,150	54,380	1.9%	920	3,830	2,410	7,160
Arts, Design, Entertainment, Sports, and Media	9,600	11,460	1.8%	190	670	390	1,250
Community and Social Service	10,950	12,450	1.3%	150	760	390	1,310
Computer and Mathematical	12,050	13,640	1.2%	160	640	260	1,060
Education, Training, and Library	39,300	44,200	1.2%	490	1,960	1,870	4,330
Management	47,230	53,040	1.2%	580	2,510	1,610	4,700
Installation, Maintenance, and Repair	23,430	26,210	1.1%	280	1,570	790	2,640
Protective Service	18,990	21,080	1.0%	210	1,310	910	2,430
Healthcare Practitioners and Technical	33,190	36,650	1.0%	350	970	870	2,190
Business and Financial Operations	31,580	34,570	0.9%	300	1,910	880	3,090
Production	13,530	14,720	0.8%	120	1,000	600	1,730
Legal	4,540	4,860	0.7%	30	180	130	350
Sales and related	53,360	56,740	0.6%	340	4,380	2,940	7,660
Construction and Extraction	37,130	39,100	0.5%	200	2,520	1,130	3,840
Life, Physical, and Social Science	7,800	8,170	0.5%	40	570	170	780
Office and Administrative Support	71,760	74,740	0.4%	300	4,570	3,480	8,350
Farming, Fishing, and Forestry	5,530	5,690	0.3%	20	630	240	890
Architecture and Engineering	9,820	10,040	0.2%	20	480	240	740

## BEST JOB OPPORTUNITIES BY EDUCATION LEVELS

1. Higher Secondary or Less Education Level:

- General Maintenance & Repair Workers lead with 800 openings, a 2.3% growth rate, and a median wage of \$47,760.
  - Sales Representatives of Services show 400 openings with a 1.8% growth rate, offering a higher median wage of \$60,330.
  - Fitness Trainers & Aerobics Instructors and Chefs and Head Cooks present strong growth rates of 4.4% and 4.5%, respectively, though with fewer openings (230 and 120).
2. Associate's or Post-Secondary Education Level:
- Massage Therapists have a notable 4.1% growth rate, with 210 openings and a median wage of \$49,080.
  - Captains, Mates, Pilots of Water Vessels show a substantial 4.3% growth rate, indicating robust opportunities in marine transportation, albeit with 80 openings.
  - Diagnostic Medical Sonographers are a high-wage option with a median wage of \$99,410, but only 20 openings, reflecting a niche but lucrative area.
3. Bachelor's and Above Education Level:
- a. General & Operations Managers dominate with the highest number of openings at 910, and a 1.5% growth rate, alongside a significant median wage of \$96,060.
  - b. Market Research Analysts & Marketing Specialists and Nurse Practitioners demonstrate notable growth rates of 3.2% and 4.4%, with 250 and 50 openings, respectively, indicating strong demand in marketing and healthcare sectors.
  - c. Software Developers & Quality Assurance Analysts/Testers stand out with 220 openings and a growth rate of 2.3%, with a high median wage of \$97,180, underscoring the demand in the tech sector.

Overall, these figures highlight a diverse range of opportunities in Hawai'i's job market, with significant demand in sectors like maintenance, sales, fitness, marine transportation, healthcare, management, and technology. The data emphasizes the importance of specialized skills and training across various levels of education, with notable wage disparities reflecting the value of advanced skills and experience in the job market.



Table 1.12. Best Job Opportunities for Higher Secondary or Less Education Level, State of Hawai'i, 2020-2030

Occupation	Work Experience/ Job Training	Automation Exposure Score	Growth	Median Wage	Openings
General Maintenance & Repair Workers	Moderate OJT	7	2.3%	\$47,760	800
Sales Representatives of Services	Moderate OJT		1.8%	\$60,330	400
Self-Enrichment Education Teachers	< 5 yrs exp.	2	2.8%	\$47,730	380
Supervisors of Transp & Material Moving Wrkrs	< 5 yrs		1.6%	\$49,950	330
Bus Drivers, Transit and Intercity	Moderate OJT	9	2.8%	\$61,920	300
Fitness Trainers & Aerobics Instructors	Short OJT	4	4.4%	\$47,910	230
Food Service Managers	< 5 yrs exp.	6	3.1%	\$72,870	230
Supervisors of Housekeeping & Janitorial Wrkrs	< 5 yrs exp.	5	2.2%	\$48,880	200
Musicians and Singers	Long OJT	6	2.3%	\$47	140
Chefs and Head Cooks	5+ yrs exp.	5	4.5%	\$78,530	120
Supervisors of Misc Protective Svc Wrkrs	< 5 yrs exp.		1.8%	\$52,170	80
Lodging Managers	< 5 yrs exp.	4	3.7%	\$99,310	70
Commercial Pilots	Moderate OJT	8	2.9%	\$104,440	60
Security & Fire Alarm Systems Installers	Moderate OJT	6	2.3%	\$49,920	40
Aircraft Cargo Handling Supervisors	< 5 yrs exp.	6	1.9%	\$64,090	20
Airfield Operations Specialists	Long OJT	6	1.7%	\$71,080	10
Motorboat Mechanics & Service Technicians	Long OJT	7	1.5%	\$48,900	10
Woodworkers, All Other	Moderate OJT	10	2.3%	\$60,330	10

Table 1.13. Best Job Opportunities for Associate's or Post-Secondary Education Level, State of Hawai'i, 2020-2030

Occupation	Work Exp/Job Trng	Automation Index	Growth	Median Wage	Openings
Massage Therapists	None	5	4.1%	\$49,080	210
Aircraft Mechanics & Service Technicians	None	6	2.2%	\$77,950	140
Captains, Mates, Pilots of Water Vessels	< 5 yrs exp.	7	4.3%	\$61,020	80
Audio & Video Equipment Technicians	Short OJT	7	2.6%	\$62,080	40
Respiratory Therapists	None	6	1.9%	\$77,600	30
Physical Therapist Assistants	None	4	3.1%	\$61,560	30
Diagnostic Medical Sonographers	None	7	1.8%	\$99,410	20
Occupational Therapy Assistants	None	5	2.9%	\$63,150	10
Avionics Technicians	None	6	1.8%	\$77,800	10

Table 1.14. Best Job Opportunities for Bachelor's and Above Education Level, State of Hawai'i, 2020-2030

Occupation	Work Experience/ Job Training	Automation Exposure Score	Growth	Median Wage	Openings
General & Operations Managers	5+ yrs exp.	3	1.5%	\$96,060	910
Management Analysts	< 5 yrs exp.	1	1.5%	\$80,700	350
Financial Managers	5+ yrs exp.	3	2.1%	\$103,030	300
Market Research Analysts & Marketing Specialists	None	2	3.2%	\$60,360	250
Software Developers & Quality Assurance Analysts/Testers	None	4	2.3%	\$97,180	220
Medical & Health Services Managers	< 5 yrs exp.	3	2.8%	\$121,260	210
Admin Services & Facilities Managers	< 5 yrs exp.	4	1.5%	\$94,050	190
Airline Pilots, Copilots, Flight Engineers	< 5 yrs exp.; Moderate OJT	9	2.4%	\$202,180	180
Sales Managers	< 5 yrs exp.	1	1.5%	\$103,030	170
Coaches and Scouts	None	2	3.1%	\$49,920	140
Substance Abuse, Behavioral, Mental Health Counselors	None	3	2.3%	\$51,060	130
Meeting, Convention, and Event Planners	None	3	4.0%	\$60,090	120
Training and Development Specialists	< 5 yrs exp.	1	1.6%	\$61,850	110
Clinical Laboratory Technologists & Technicians	None	7	1.5%	\$60,850	110
Computer & Information Systems Managers	5+ yrs exp.	3	1.4%	\$124,500	100
Social and Community Service Managers	< 5 yrs exp.	3	1.6%	\$63,270	80
Marketing Managers	5+ yrs exp.	2	1.8%	\$99,880	70
Human Resources Managers	5+ yrs exp.	1	1.7%	\$102,520	60
Producers and Directors	< 5 yrs exp.	3	3.6%	\$49,070	50
Information Security Analysts	< 5 yrs exp.	4	3.4%	\$99,420	50
Public Relations & Fundraising Managers	5+ yrs exp.		1.8%	\$98,600	40
Health Educators	None	3	1.7%	\$59,610	40
Editors	< 5 yrs exp.	4	1.9%	\$61,930	40
Web Developers & Digital Interface Designers	None	5	1.5%	\$69,900	30
Fundraisers	None	2	1.8%	\$60,360	30
Art Directors	5+ yrs exp.	5	2.0%	\$80,830	30
Writers and Authors	Long OJT	3	1.9%	\$63,800	20
Operations Research Analysts	None	2	2.1%	\$98,680	20
Film and Video Editors	None	4	4.0%	\$76,380	20
Camera Operators - Television, Video, Motion Picture	None	6	2.2%	\$59,960	20

Mental Health & Substance Abuse Social Workers	Intern/resident	2	1.5%	\$63,700	70
Nurse Practitioners	None	3	4.4%	\$131,000	50
Speech-Language Pathologists	Intern/resident	2	2.1%	\$95,950	30
Physician Assistants	None	3	3.0%	\$87,880	30
Statisticians	None	3	3.2%	\$63,040	20
Occupational Therapists	None	2	1.7%	\$93,980	20
Marriage and Family Therapists	Intern/resident	2	1.9%	\$49,650	20
Health Specialties Teachers, Postsecondary	< 5 yrs exp.	2	2.3%	\$127,010	70
Physical Therapists	None	4	2.2%	\$95,110	50
Nursing Instructors & Teachers, Postsecondary	< 5 yrs exp.	3	2.2%	\$98,940	30
Veterinarians	None	5	1.6%	\$99,730	20

## B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce in the State and within various state regions. Provide key analytical conclusions in aggregate as well as disaggregated among populations to identify potential disparities in employment and educational attainment and understand labor force conditions for items (i)-(iii) below. Populations analyzed must include individuals with barriers to employment described in the first paragraph of Section II. Analysis must include—

### I. EMPLOYMENT AND UNEMPLOYMENT

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

### II. LABOR MARKET TRENDS

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

### III. EDUCATION AND SKILL LEVELS OF THE WORKFORCE

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

Over the 2012-2019 period, Hawai'i's civilian labor force expanded from 650,400 to 686,100 participants (5.5%) while the number employed rose from 612,000 to 668,750 (9.3%). The unemployment rate averaged 3.8%, ranging between 2.2%-5.9%. However, in 2020, the unemployment rate reached 11.7% (an increase of 88.5% year-over-year), of 77,900 jobless residents. As pandemic impacts subsided, 2021-2022 saw considerable recovery with 72,000 residents re-entering employment. By the end of 2022, 652,700 residents were employed (3.5% unemployment rate). However, during the pandemic the civilian labor force contracted by 9,800 (1.4%) from 2019 peak, and the state has yet to reclaim 16,050 jobs. Hawai'i's labor market recovery continues albeit with lingering challenges in rebounding employment to pre-pandemic level.

The annual figures in the table below do not show the extent of the impact of COVID-19 on Hawai'i's civilian labor force. For instance, Hawai'i had among the worst employment rates in the country for most of the COVID period. Unemployment peaked at 22.6% in April of 2020, and 20.8% in May 2020. January of 2021 saw an unemployment of 9.5%, and it took till August of 2021 to drop below 5% unemployment.

Table 1.33. Civilian Labor Force (not seasonally adjusted), State of Hawai'i, 2012-2022

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
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%
2015	670,600	647,600	23,000	3.4%
2016	679,100	659,550	19,550	2.9%
2017	695,300	679,850	15,450	2.2%
2018	692,450	675,850	16,600	2.4%
2019	686,100	668,750	17,350	2.5%
2020	664,100	586,200	77,900	11.7%
2021	670,000	629,650	40,350	6.0%
2022	676,300	652,700	23,600	3.5%

Mirroring statewide trends, Honolulu County's workforce expanded steadily between 2012-2019, with its labor force growing 4.4% from 448,000 to peak at 464,850 participants, while number employed rose 7.1% to reach filled positions. Unemployment held around 2.4%-5.3%, averaging 3.5%. However, reflecting wider COVID-19 impacts, 2020 saw Honolulu's jobless numbers spike 94% year-over-year, reaching 46,300 unemployed residents and yielding a 10.3% unemployment rate. In post-pandemic recovery, over 22,000 Honolulu workers re-entered the workforce in 2021-2022. By the end of 2022, 442,300 residents reported active employment, though still about 11,000 jobs shy of 2019's peak. Meanwhile, the civilian labor force contracted by 1.4% during the pandemic. With unemployment down to 3.5%, Honolulu County shows a partial recovery to pre-pandemic levels.

Table 1.34. Civilian Labor Force (not seasonally adjusted), Honolulu County, 2012-2022

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
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	472,600	462,550	10,050	2.1%
2018	469,800	458,950	10,850	2.3%
2019	464,850	453,650	11,200	2.4%
2020	450,650	404,350	46,300	10.3%
2021	452,600	427,300	25,250	5.6%
2022	458,150	442,300	15,850	3.5%

Over 2012 to 2019, Hawai'i County's civilian labor force grew from 87,300 to peak at 94,800 in 2018 (8.8%) as the number employed rose from 80,250 to top out at 92,050 filled jobs (13.1%), averaging a 4.4% unemployment rate. However, in 2020, unemployed residents spiked to 10,500 (49.3% year-over-year increase) and 11.4% jobless rate amidst COVID-19 impacts. During recovery, 2021-2022 saw 6,900 residents (7.5%) rejoining the county's workforce back

to 90,800 employed. Yet, the 442,300 employed residents in 2022 are 16,650 (or 3.6%) lower than the peak of 458,950 in 2018.

*Table 1.35. Civilian Labor Force (not seasonally adjusted), Hawai'i County, 2012-2022*

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
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%
2017	95,100	92,650	2,450	2.6%
2018	94,800	92,050	2,750	2.9%
2019	93,800	90,800	3,050	3.2%
2020	91,900	81,400	10,500	11.4%
2021	93,900	88,450	5,450	5.8%
2022	94,250	90,800	3,450	3.6%

Maui County's civilian labor force grew from 80,400 in 2012 to reach 89,700 in 2019 (11.6%). Number employed climbed as well from 75,350 in 2012 to 87,500 jobs in 2019 (16.4%), leading into the pandemic. Unemployment held between 3.0% – 6.3%, averaging 4.1% over this 2012-2019 stretch. However, reflecting COVID-19 impacts in 2020, unemployment spiked 577% year-over-year from 2,200 to 15,200 jobless residents, shooting the unemployment rate up to 17.8%. As recovery took hold, 2021-2022 witnessed 14,500 residents return to work, lifting the number employed back to 84,250 by end of 2022 – though still 3,250 positions short of the 87,500 jobs peak before the pandemic. With labor force participation contracting from 89,700 at peak down to 87,250 now (2.7%), overall, the data shows largely sustained expansion in Maui's workforce over the past decade through pandemic disruptions, but with some additional hiring grounds to recapture.

*Table 1.36. Civilian Labor Force (not seasonally adjusted), Maui County, 2012-2022*

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
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	89,800	87,650	2,100	2.3%
2018	90,350	88,200	2,100	2.3%
2019	89,700	87,500	2,200	2.4%
2020	85,150	70,000	15,200	17.8%
2021	87,300	80,650	6,700	7.7%
2022	87,250	84,250	3,050	3.5%

Over 2012-2019, Kauai County's civilian labor force expanded from 34,750 to peak at 37,750 in 2019 (8.6%), as number employed also climbed from 32,300 to top out at 36,800 filled positions

(14.0%). Unemployment averaged 3.9%, fluctuating between 2.2% – 7.1%. However, in 2020, unemployed figures spiked 521% year-over-year to hit 5,900 jobless residents amidst COVID-19, pushing the unemployment rate to 16.2%. As recovery took hold, 2021-2022 witnessed over 4,500 Kauai workers return to employment - lifting the employed residents to 35,350 by end 2022. Yet, this remains 3.9% or 1,450 positions below the 36,800 jobs peak pre-pandemic. Civilian labor force itself has shrunk from 37,750 to 36,650 (2.9%) since 2019.

*Table 1.37. Civilian Labor Force (not seasonally adjusted), Kauai County, 2012-2022*

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
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	37,850	37,000	800	2.2%
2018	37,550	36,650	900	2.4%
2019	37,750	36,800	950	2.5%
2020	36,400	30,450	5,900	16.2%
2021	36,200	33,250	2,950	8.1%
2022	36,650	35,350	1,300	3.6%

Looking first at the statewide rate, 2012 saw 65.5% labor force participation which climbed modestly to peak at 65.7% in 2016 before COVID-19 impacts dropped it to 63.4% in 2021. A partial recovery materialized with a 63.5% rate by 2022 - still 2% below the pre-pandemic high.

Patterns were similar though often more volatile across counties. Honolulu maintained the highest participation rates, hitting a 67% peak in 2018 before plunging to 64.5% in 2020 and only partially recovering by 2022 at 65.1%. Hawai'i County witnessed the most dramatic impacts, with participation crashing from 59.2% pre-pandemic down to 55.7% in 2022 - the largest overall contraction. Kauai County reported the lowest engagement at just 60.6% in 2022 while still exhibiting a pronounced pandemic effect. Maui County participation rates lost 2% during COVID. So, Hawai'i's labor force availability is incomplete in its COVID-19 recovery, with the worst hit counties being Hawai'i and Kauai.

*Table 1.38. Labor Force Participation Rates, State & County, 2008-2022*

Year	State of Hawai'i	Honolulu County	Hawai'i County	Maui County	Kauai County
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%
2020					
2021	63.4%	64.5%	57.3%	64.0%	64.1%
2022	63.5%	65.1%	55.7%	64.5%	60.6%

While the U.S. saw broad job market gains emerge in 2021-2022, Hawai'i outpaced national progress across all labor underutilization measures - reducing unemployment burdens over 40% faster.

Nationally, the unemployment rate (U-3) dropped by 1.7% from 5.3% to 3.6% between 2021 and 2022 as pandemic labor impacts eased. In Hawai'i, unemployment fell faster over the same period, with the state's jobless rate plunging by 2.4% from 6.1% down to 3.7%.

Hawai'i outperformed the nation across other workforce underutilization indicators too. Those unemployed long-term dropped 1.5% nationally, but 2.4% in Hawai'i. And the broadest labor underutilization metric U-6 fell 2.5% countrywide versus a sizable 4.4% slide for Hawai'i.

However, it should be noted (not included in the table below) is the fact that Hawai'i employment was much harder hit than the national average during COVID, which is the primary reason for a better recovery post-pandemic.

Also, underemployment figures are useful, but they don't tell the full story. During COVID, low wage earners were the worst affected. Aloha United Way estimates that the Hawai'i households that were ALICE (Asset Limited, Income Constrained, Employed) or below, went from 42% in 2018 (pre-COVID) to 44% in 2022.

*Table 1.39. Labor underutilization for the United States and Hawai'i, 2021–22 annual averages*

Measure	United States			Hawai'i		
	2021 (percent)	2022 (percent)	Percentage change, 2021–22	2021 (percent)	2022 (percent)	Percentage change, 2021–22
U-1 Persons unemployed 15 weeks or longer, as a percent of the civilian labor force	2.8	1.3	-1.5*	3.9	1.5	-2.4*
U-2 Job losers and persons who completed temporary jobs, as a percent of the civilian labor force	3.2	1.7	-1.5*	4.4	1.4	-3.0*
U-3 Total unemployed, as a percent of the civilian labor force (official concept of unemployment)	5.3	3.6	-1.7*	6.1	3.7	-2.4*
U-4 Total unemployed plus discouraged workers, as a percent of the civilian labor force plus discouraged workers	5.6	3.9	-1.7*	6.7	3.8	-2.9*
U-5 Total unemployed, plus discouraged workers, plus all other persons marginally attached to the labor force, as a percent of the civilian labor force plus all persons marginally attached to the labor force	6.4	4.5	-1.9*	7.4	4.4	-3.0*
U-6 Total unemployed, plus all persons marginally attached to the labor force, plus total employed part time for economic reasons, as a percent of the civilian labor force plus all persons marginally attached to the labor force	9.4	6.9	-2.5*	11.9	7.5	-4.4*

In the state, from 2012 to 2022, total nonagricultural jobs modestly increased from 607,600 to 618,100 (by 10,500 jobs or 1.7%). The Government sector, still the single most significant portion of the job market at 20.7% in 2022, has shed 4,800 jobs (-3.8%). Health Care & Social Assistance, another major sector, grew by 8,600 jobs (13.5%), reflecting a trend towards increased demand for health and social services.

The Natural Resources, Mining & Construction sector experienced the highest percentage growth of 22.7%, adding 6,900 jobs, indicating a robust expansion in these industries. On the contrary, Retail Trade and Accommodation sectors witnessed notable declines, losing 4,300 (-6.2%) and 1,400 jobs (-3.6%) respectively, possibly signaling shifting consumer patterns or economic challenges in these areas.

The Transportation & Warehousing sector stood out with a significant increase of 4,300 jobs (17.2%), suggesting a growing demand in logistics and warehousing services. In contrast, Private Educational Services and Manufacturing sectors saw considerable job losses of 1,300 (-8.5%) and 1,100 (-8.1%) respectively.

Other sectors such as Real Estate, Arts, Entertainment & Recreation, and Information showed stability with little to no change in job numbers. This data underscores a dynamic labor market in Hawai'i over the decade, characterized by growth in certain sectors like health care and construction, while others like retail and education faced declines.

Table 1.41. Nonagricultural Jobs by Industry, State of Hawai'i, 2012 and 2022

Industry	2012	2022	Percent of Total 2022 Employment	2012-2022 Change	2012-2022 Percent Change	Jan-Oct 2023 Avg
Total Nonagricultural Wage & Salary Jobs	607,600	618,100	100.0%	10,500	1.7%	630,690
Government	125,600	120,800	20.7%	-4,800	-3.8%	122,320
Health Care & Social Assistance	63,800	72,400	10.5%	8,600	13.5%	72,510
Retail Trade	69,200	64,900	11.4%	-4,300	-6.2%	64,670
Food Services and Drinking Places	60,400	63,500	9.9%	3,100	5.1%	67,480
Nat. Resources & Mining & Construction	30,400	37,300	5.0%	6,900	22.7%	37,880
Accommodation	38,400	37,000	6.3%	-1,400	-3.6%	38,920
Administrative, Support, Waste Mgmt., Remediation Services	37,300	36,600	6.1%	-700	-1.9%	36,630
Transportation & Warehousing	25,000	29,300	4.1%	4,300	17.2%	30,080
Other Services	26,800	26,200	4.4%	-600	-2.2%	26,980
Professional, Scientific & Tech. Svcs.	24,700	26,000	4.1%	1,300	5.3%	26,850
Wholesale Trade	18,000	17,300	3.0%	-700	-3.9%	17,360
Finance & Insurance	15,400	15,700	2.5%	300	1.9%	15,030
Private Educational Services	15,300	14,000	2.5%	-1,300	-8.5%	15,050
Manufacturing	13,600	12,500	2.2%	-1,100	-8.1%	12,820
Real Estate & Rental & Leasing	12,000	12,100	2.0%	100	0.8%	12,130
Arts, Entertainment, & Recreation	11,900	11,900	2.0%	0	0.0%	12,610
Management of Companies & Enterprises	7,800	8,700	1.3%	900	11.5%	8,710
Information	8,500	8,500	1.4%	0	0.0%	8,960
Utilities	3,600	3,600	0.6%	0	0.0%	3,700

From 2012 to 2022, Honolulu County experienced a slight overall decrease in nonagricultural jobs by 1,400 (-0.3%), from 446,100 to 444,700. This contrasts with Hawai'i's statewide increase of 10,500 jobs (1.7%) during the same period. In Honolulu, notable declines occurred in the Government sector with a loss of 5,500 jobs (-5.6%), and in Retail Trade, which dropped by 5,300 jobs (-11.1%).



Conversely, Health Care & Social Assistance in Honolulu saw an increase of 5,400 jobs (11.0%), and there was robust growth in the Natural Resources, Mining & Construction sector with 4,300 additional jobs (19.0%). The Transportation, Warehousing & Utilities sector also grew by 3,100 jobs (14.9%).

Manufacturing in Honolulu faced a significant reduction, losing 1,700 jobs (-15.6%). However, sectors like Professional, Scientific & Tech. Services, Real Estate, and Arts, Entertainment, & Recreation experienced modest growth.

The dynamics in Honolulu County's labor market, with its mix of sector-specific growth and decline, play a crucial role in shaping Hawai'i's overall employment landscape, considering the county's substantial contribution to the state's labor pool. From 2012 to 2022, Honolulu County's share in Hawai'i's total nonagricultural jobs subtly shifted. In 2012, Honolulu's 446,100 jobs constituted approximately 73.5% of the state's 607,600 jobs. By 2022, even though Honolulu's job count decreased slightly to 444,700, the state's total increased to 618,100, reducing Honolulu's share to about 71.9%. This represents a 1.6% decrease in Honolulu County's contribution to the state's labor pool.

*Table 1.42. Nonagricultural Jobs by Industry, Honolulu County, 2012 and 2022*

Industry	2012	2022	Percent of Total 2022 Employment	2012-2022 Change	2012-2022 Percent Change	Jan-Oct 2023 Avg
<b>TOTAL NONAGRICULTURAL WAGE &amp; SALARY JOBS</b>	446,100	444,700	100.0%	-1,400	-0.3%	454,130
Government	98,700	93,200	22.1%	-5,500	-5.6%	94,340
Health Care & Social Assistance	49,000	54,400	11.0%	5,400	11.0%	54,660
Food Services and Drinking Places	41,500	43,700	9.3%	2,200	5.3%	47,080
Retail Trade	47,700	42,400	10.7%	-5,300	-11.1%	41,740
Nat. Resources & Mining & Construction	22,600	26,900	5.1%	4,300	19.0%	27,360
Administrative, Support, Waste Mgmt., Remediation Services	26,700	25,400	6.0%	-1,300	-4.9%	25,000
Transportation, Warehousing & Utilities	20,800	23,900	4.7%	3,100	14.9%	24,490
Professional, Scientific & Tech. Svcs.	21,300	21,800	4.8%	500	2.3%	22,510
Other Services	20,900	19,700	4.7%	-1,200	-5.7%	20,400
Accommodation	16,900	15,900	3.8%	-1,000	-5.9%	17,350
Wholesale Trade	14,500	13,600	3.3%	-900	-6.2%	13,560
Finance & Insurance	12,900	13,200	2.9%	300	2.3%	12,760
Private Educational Services	12,600	11,100	2.8%	-1,500	-11.9%	11,870
Manufacturing	10,900	9,200	2.4%	-1,700	-15.6%	9,420
Real Estate & Rental & Leasing	7,900	8,200	1.8%	300	3.8%	8,160
Mgmt. of Companies & Enterprises	7,100	8,000	1.6%	900	12.7%	8,030
Arts, Entertainment, & Recreation	7,000	7,200	1.6%	200	2.9%	8,000
Information	7,100	7,000	1.6%	-100	-1.4%	7,400

In Hawai'i County from 2012 to 2022, the total nonagricultural wage and salary jobs increased by 5,500 (8.8%), from 62,600 to 68,100. The Government sector saw a significant increase of 1,500 jobs (11.8%), making it one of the leading sectors with 20.3% of the total 2022 employment.

Retail Trade grew by 800 jobs (9.1%), and Health Care & Social Assistance increased by 600 jobs (8.8%). The Professional & Business Services sector showed robust growth with an addition of 800 jobs (14.3%).

Accommodation and Food Services and Drinking Places also experienced growth, adding 400 (7.3%) and 300 jobs (4.8%) respectively. Notably, the Natural Resources & Mining & Construction sector grew by 500 jobs (15.6%), and Transportation, Warehousing & Utilities increased by 500 jobs (19.2%).

On the other hand, Financial Activities and Private Educational Services witnessed declines of 200 (-7.4%) and 100 jobs (-7.1%) respectively. Manufacturing, though a smaller sector, showed the highest percentage increase, growing by 400 jobs (33.3%).

These changes highlight a diverse economic development in Hawai'i County, with significant growth in government, retail, health care, and professional services, and some decline in financial and educational services.

*Table 1.43. Nonagricultural Jobs by Industry, Hawai'i County, 2012 and 2022*

Industry	2012	2022	Percent of Total 2022 Employment	2012-2022 Change	2012-2022 Percent Change	Jan-Oct 2023 Avg
TOTAL NONAGRICULTURAL WAGE & SALARY JOBS	62,600	68,100	100.0%	5,500	8.8%	70,020
Government	12,700	14,200	20.3%	1,500	11.8%	14,510
Retail Trade	8,800	9,600	14.1%	800	9.1%	10,030
Health Care & Social Assistance	6,800	7,400	10.9%	600	8.8%	7,390
Food Services and Drinking Places	6,200	6,500	9.9%	300	4.8%	6,710
Professional & Business Services	5,600	6,400	8.9%	800	14.3%	6,700
Accommodation	5,500	5,900	8.8%	400	7.3%	6,030
Nat. Resources & Mining & Construction	3,200	3,700	5.1%	500	15.6%	3,740
Transportation, Warehousing & Utilities	2,600	3,100	4.2%	500	19.2%	3,320
Financial Activities	2,700	2,500	4.3%	-200	-7.4%	2,360
Other Services	2,000	2,200	3.2%	200	10.0%	2,260
Wholesale Trade	1,600	1,700	2.6%	100	6.3%	1,880
Manufacturing	1,200	1,600	1.9%	400	33.3%	1,580
Private Educational Services	1,400	1,300	2.2%	-100	-7.1%	1,470
Information	600	600	1.0%	0	0.0%	600

In Maui County from 2012 to 2022, total nonagricultural wage and salary jobs increased by 5,300 (7.7%), from 69,100 to 74,400. The Health Care & Social Assistance sector experienced a remarkable growth of 2,700 jobs (51.9%), marking a significant shift in the county's job market.

Accommodation, a key sector in Maui, saw a decline of 400 jobs (-3.4%), while Food Services and Drinking Places grew modestly by 400 jobs (4.6%). Retail Trade remained stable with no change, maintaining 9,000 jobs.

The Government sector experienced a notable decrease, losing 1,100 jobs (-11.3%). Natural Resources & Mining & Construction, and Transportation, Warehousing & Utilities sectors saw considerable growth, adding 1,300 (39.4%) and 600 jobs (16.7%) respectively.

Financial Activities and Other Services both increased by 400 jobs (16.0% and 14.3% respectively). The Manufacturing sector, though small, grew by 100 jobs (9.1%). Private Educational Services and Information also saw increases of 200 (18.2%) and 100 jobs (16.7%) respectively.

This data indicates a dynamic shift in Maui County's job market over the decade, with substantial growth in health care and construction-related industries, and notable changes in government employment and accommodation services.

*Table 1.44. Nonagricultural Jobs by Industry, Maui County, 2012 and 2022*

Industry	2012	2022	Percent of Total 2022 Employment	2012-2022 Change	2012-2022 Percent Change	Jan-Oct 2023 Avg
<b>TOTAL NONAGRICULTURAL WAGE &amp; SALARY JOBS</b>	69,100	74,400	100.0%	5,300	7.7%	74,990
Accommodation	11,700	11,300	16.9%	-400	-3.4%	11,270
Food Services and Drinking Places	8,700	9,100	12.6%	400	4.6%	9,530
Retail Trade	9,000	9,000	13.0%	0	0.0%	8,870
Government	9,700	8,600	14.0%	-1,100	-11.3%	8,670
Health Care & Social Assistance	5,200	7,900	7.5%	2,700	51.9%	7,880
Professional & Business Services	6,400	6,400	9.3%	0	0.0%	6,700
Nat. Resources & Mining & Construction	3,300	4,600	4.8%	1,300	39.4%	4,700
Transportation, Warehousing & Utilities	3,600	4,200	5.2%	600	16.7%	4,160
Other Services	2,800	3,200	4.1%	400	14.3%	3,220
Financial Activities	2,500	2,900	3.6%	400	16.0%	2,900
Wholesale Trade	1,400	1,400	2.0%	0	0.0%	1,400
Private Educational Services	1,100	1,300	1.6%	200	18.2%	1,360
Manufacturing	1,100	1,200	1.6%	100	9.1%	1,280
Information	600	700	0.9%	100	16.7%	700

In Kauai County from 2012 to 2022, total nonagricultural wage and salary jobs increased by 1,400 (4.8%), from 29,300 to 30,700. Notable changes in specific industries reflect the evolving economic landscape of the county.

The Government sector saw a growth of 400 jobs (8.9%), making it a significant contributor to employment with 15.4% of the total jobs in 2022. Food Services and Drinking Places and Retail Trade each showed modest increases of 100 jobs (2.5% and 2.7%, respectively).

Accommodation, a key sector in Kauai, experienced a decline of 400 jobs (-9.3%), while Health Care & Social Assistance and Professional & Business Services both saw decreases of 100 jobs (-3.7% and -3.4%, respectively).

The most dramatic growth occurred in the Natural Resources & Mining & Construction sector, which expanded by 800 jobs (61.5%). Transportation, Warehousing & Utilities also experienced growth, adding 300 jobs (21.4%).

Manufacturing, though a smaller sector, doubled its job count with an increase of 300 jobs. Private Educational Services grew by 100 jobs (50.0%), while the Financial Activities sector faced a reduction of 200 jobs (-15.4%). Information saw a significant decline, losing half of its jobs (-100, -33.3%).

Kauai County's job market over this period highlights substantial growth in construction and related industries, some contraction in accommodation and healthcare, and a notable expansion in smaller sectors like manufacturing and private education.

*Table 1.45. Nonagricultural Jobs by Industry, Kauai County, 2012 and 2022*

Industry	2012	2022	Percent of Total 2022 Employment	2012-2022 Change	2012-2022 Percent Change	Jan-Oct 2023 Avg
TOTAL NON- AGRICULTURAL WAGE & SALARY JOBS	29,300	30,700	100.0%	1,400	4.8%	31,600
Government	4,500	4,900	15.4%	400	8.9%	4,880
Food Services and Drinking Places	4,000	4,100	13.7%	100	2.5%	4,140
Accommodation	4,300	3,900	14.7%	-400	-9.3%	4,270
Retail Trade	3,700	3,800	12.6%	100	2.7%	3,990
Professional & Business Services	2,900	2,800	9.9%	-100	-3.4%	3,000
Health Care & Social Assistance	2,700	2,600	9.2%	-100	-3.7%	2,630
Nat. Resources & Mining & Construction	1,300	2,100	4.4%	800	61.5%	2,120
Transportation, Warehousing & Utilities	1,400	1,700	4.8%	300	21.4%	1,800
Financial Activities	1,300	1,100	4.4%	-200	-15.4%	1,000
Other Services	1,000	1,000	3.4%	0	0.0%	1,130
Manufacturing	300	600	1.0%	300	100.0%	600
Wholesale Trade	500	500	1.7%	0	0.0%	500
Private Educational Services	200	300	0.7%	100	50.0%	300
Information	300	200	1.0%	-100	-33.3%	200

In 2022, Hawai'i's educational attainment revealed distinct patterns across age groups. Among the youngest cohort (18-24 years), a significant portion, 43.1%, were high school graduates, while 35.2% had some college education or an associate's degree. Bachelor's degree holders or higher constituted only 12.5% in this age group.

For those 25 years and older, high school graduates formed the largest segment at 26.8%, closely followed by those with a bachelor's degree (22.1%) and some college education but no degree (19.6%). Notably, the graduate or professional degree holders accounted for 13.3%.

In specific age groups over 25 years, high school graduates or higher consistently represented over 89.9% of the population, with those holding a bachelor's degree or higher ranging from 33.2% to 39.1%. This data underscores a strong trend towards higher education in Hawai'i's adult population, especially among the middle-aged and younger adults.

Honolulu County exhibited the highest proportion of bachelor's degree holders (23.5%), while Kauai County had the lowest (18.2%). Hawai'i County had the highest percentage of individuals with less than a high school education (14.9% in the 18-24 age group), contrasted by Honolulu County's lower rate (7.1%). Maui County stood out with the highest percentage of high school graduates (51% in the 18-24 age group). These variations reflect diverse educational priorities and achievements in each county.

*Table 1.51. Educational Attainment by Age Group, State of Hawai'i, 2022*

Category	Total	% of Total
Population 18 to 24 years	119,487	----
Less than high school graduate	10,935	9.20%
High school graduate (includes equivalency)	51,519	43.10%
Some college or associate's degree	42,119	35.20%
Bachelor's degree or higher	14,914	12.50%
Population 25 years and over	1,023,843	----
Less than 9th grade	32,373	3.20%
9th to 12th grade, no diploma	40,369	3.90%
High school graduate (includes equivalency)	273,910	26.80%
Some college, no degree	200,539	19.60%
Associate's degree	113,948	11.10%
Bachelor's degree	226,124	22.10%
Graduate or professional degree	136,580	13.30%
Population 25 to 34 years	190,091	----
High school graduate or higher	179,314	94.30%
Bachelor's degree or higher	66,098	34.80%
Population 35 to 44 years	192,131	----
High school graduate or higher	181,699	94.60%
Bachelor's degree or higher	75,147	39.10%
Population 45 to 64 years	346,967	----
High school graduate or higher	325,240	93.70%
Bachelor's degree or higher	123,644	35.60%
Population 65 years and over	294,654	----
High school graduate or higher	264,848	89.90%
Bachelor's degree or higher	97,815	33.20%

In 2022, Honolulu County's educational attainment showcased notable trends. For the 18-24 age group, 42.7% were high school graduates, with 36.2% having some college or associate's degree, and 13.9% holding a bachelor's degree or higher.

Among those 25 and older, high school graduates comprised the largest portion at 25.7%, followed by bachelor's degree holders at 23.5% and those with some college, no degree at 18.5%. Graduate or professional degree holders made up 14.2%.

For specific age categories over 25, a high percentage, over 89.6%, were high school graduates or higher, with bachelor's degree or higher ranging from 33.9% to 41.1%. These figures demonstrate a significant inclination towards higher education in Honolulu County's adult demographic.

*Table 1.52. Educational Attainment by Age Group, Honolulu County, 2022*

Category	Total	% of Total
Population 18 to 24 years	89,854	----
Less than high school graduate	6,378	7.10%
High school graduate (includes equivalency)	38,410	42.70%
Some college or associate's degree	32,554	36.20%
Bachelor's degree or higher	12,512	13.90%
Population 25 years and over	701,785	----
Less than 9th grade	22,811	3.30%
9th to 12th grade, no diploma	26,245	3.70%
High school graduate (includes equivalency)	180,223	25.70%
Some college, no degree	129,955	18.50%
Associate's degree	78,049	11.10%
Bachelor's degree	164,988	23.50%
Graduate or professional degree	99,514	14.20%
Population 25 to 34 years	140,704	----
High school graduate or higher	134,459	95.60%
Bachelor's degree or higher	55,407	39.40%
Population 35 to 44 years	132,732	----
High school graduate or higher	125,355	94.40%
Bachelor's degree or higher	54,592	41.10%
Population 45 to 64 years	233,035	----
High school graduate or higher	217,855	93.50%
Bachelor's degree or higher	88,328	37.90%
Population 65 years and over	195,314	----
High school graduate or higher	175,060	89.60%
Bachelor's degree or higher	66,175	33.90%

In Hawai'i County in 2022, the educational attainment data presents a distinct landscape across age groups. Among the 18-24 age group, 42.1% were high school graduates, 33.5% had some college or an associate's degree, and only 9.5% held a bachelor's degree or higher.

For the population aged 25 and over, high school graduates formed the largest group at 28.9%. This was followed by those with some college but no degree (21.4%) and bachelor's degree holders (18.7%). Notably, 13.4% possessed a graduate or professional degree.

*Table 1.53. Educational Attainment by Age Group, Hawai'i County, 2022*

Category	Total	% of Total
Population 18 to 24 years	13,672	----
Less than high school graduate	2038	14.90%
High school graduate (includes equivalency)	5,760	42.10%
Some college or associate's degree	4,580	33.50%
Bachelor's degree or higher	1294	9.50%
Population 25 years and over	149,453	----
Less than 9th grade	4,348	2.90%
9th to 12th grade, no diploma	6,672	4.50%
High school graduate (includes equivalency)	43,183	28.90%
Some college, no degree	31,922	21.40%
Associate's degree	15,322	10.30%
Bachelor's degree	27,998	18.70%
Graduate or professional degree	20,008	13.40%
Population 25 to 34 years	22,940	----
High school graduate or higher	20,378	88.80%
Bachelor's degree or higher	4,058	17.70%
Population 35 to 44 years	26,270	----
High school graduate or higher	24,763	94.30%
Bachelor's degree or higher	10,544	40.10%
Population 45 to 64 years	52,167	----
High school graduate or higher	49,203	94.30%
Bachelor's degree or higher	17,488	33.50%
Population 65 years and over	48,076	----
High school graduate or higher	44,089	91.70%
Bachelor's degree or higher	15,916	33.10%

In Maui County in 2022, educational attainment varied across different age groups. Among those aged 18 to 24, a majority of 51% were high school graduates, followed by 30.7% with some college or an associate's degree, and 8.1% holding a bachelor's degree or higher.

For the population aged 25 and over, high school graduates accounted for 30%, the largest segment, closely followed by those with some college, no degree (23%), and bachelor's degree holders (19.6%). Graduate or professional degree holders made up 9.4%.

Looking at specific age groups over 25, a high percentage, over 89.7%, were high school graduates or higher, with those holding a bachelor's degree or higher ranging from 27.6% to 32.9%. These statistics highlight a strong inclination towards achieving at least a high school education in Maui County's adult population, with a significant portion pursuing higher education.

*Table 1.54. Educational Attainment by Age Group, Maui County, 2022*

Category	Total	% of Total
Population 18 to 24 years	10,537	----
Less than high school graduate	1,082	10.30%
High school graduate (includes equivalency)	5,369	51.00%
Some college or associate's degree	3,234	30.70%
Bachelor's degree or higher	852	8.10%
Population 25 years and over	119,668	----
Less than 9th grade	3,322	2.80%
9th to 12th grade, no diploma	5,226	4.40%
High school graduate (includes equivalency)	35,926	30.00%
Some college, no degree	27,544	23.00%
Associate's degree	12,928	10.80%
Bachelor's degree	23,486	19.60%
Graduate or professional degree	11,236	9.40%
Population 25 to 34 years	18,687	----
High school graduate or higher	17,180	91.90%
Bachelor's degree or higher	5,151	27.60%
Population 35 to 44 years	23,157	----
High school graduate or higher	21,994	95.00%
Bachelor's degree or higher	7,627	32.90%
Population 45 to 64 years	43,234	----
High school graduate or higher	40,906	94.60%
Bachelor's degree or higher	11,707	27.10%
Population 65 years and over	34,590	----
High school graduate or higher	31,040	89.70%
Bachelor's degree or higher	10,237	29.60%



In Kauai County in 2022, the educational attainment data for different age groups showed varied trends. In the 18-24 age group, 36.5% were high school graduates, 32.3% had some college or an associate's degree, but only 4.7% held a bachelor's degree or higher. Notably, a significant 26.5% had less than a high school education.

Among those aged 25 and over, the largest segment was high school graduates (27.5%), followed by those with some college but no degree (21%) and bachelor's degree holders (18.2%). The population with an associate's degree was relatively high at 14.5%, and those with a graduate or professional degree comprised 11%.

In specific age categories over 25, a high percentage, over 87.9%, were high school graduates or higher, with bachelor's degree or higher ranging from 19.1% to 33%. These figures indicate a strong emphasis on at least completing high school education in Kauai County, with a considerable proportion of the adult population also pursuing higher education.

*Table 1.55. Educational Attainment by Age Group, Kauai County, 2022*

Category	Total	% of Total
Population 18 to 24 years	5,424	----
Less than high school graduate	1,437	26.50%
High school graduate (includes equivalency)	1,980	36.50%
Some college or associate's degree	1,751	32.30%
Bachelor's degree or higher	256	4.70%
Population 25 years and over	52,869	----
Less than 9th grade	1,886	3.60%
9th to 12th grade, no diploma	2,226	4.20%
High school graduate (includes equivalency)	14,562	27.50%
Some college, no degree	11,083	21.00%
Associate's degree	7,649	14.50%
Bachelor's degree	9,641	18.20%
Graduate or professional degree	5,822	11.00%
Population 25 to 34 years	7,698	----
High school graduate or higher	7,235	94.00%
Bachelor's degree or higher	1,471	19.10%
Population 35 to 44 years	9,972	----
High school graduate or higher	9,587	96.10%
Bachelor's degree or higher	2,384	23.90%
Population 45 to 64 years	18,531	----
High school graduate or higher	17,276	93.20%
Bachelor's degree or higher	6,121	33.00%
Population 65 years and over	16,668	----
High school graduate or higher	14,659	87.90%
Bachelor's degree or higher	5,487	32.90%

**POPULATIONS WITH BARRIERS TO EMPLOYMENT (DISABLED, HOMELESS, VETERANS, MILITARY SPOUSES)**

We note that there are no special jobs just for people with disabilities or people with barriers to employment. Like everyone else, they are interested in every job in every industry and occupation that is available.

So we are listing industries here which reflect the State of Hawaii emerging and existing growth areas:

1. Tourism and hospitality : Because Hawaii is a significant economic driver, there is a constant demand for workers in hotels, restaurants, and attractions.
2. Health Care- with Hawaii's aging population, there is a growing demand for health care workers and with appropriate training and accommodations, these individuals with disabilities or barriers to employment have the potential to carry on the task.
3. Retail and Sales: retail remains a vital sector in Hawaii and at stores and malls, this industry offers employment opportunities for individuals with disabilities or those with barrier to employment.
4. Education: There is a constant need for educators in Hawaii.
5. Remote Work and telecommuting: As a result of what the world experienced during COVID 19, remote work arrangements became a norm. Individuals with disabilities may find increased opportunities in remote-friendly industries such as virtual assistance, customer support and even online content creation.

It must be noted though that these opportunities cannot be availed of without a system of support including the following strategies and tactics:

1. Collaboration by all WIOA partners: All the partners have a stake in this and we need to work closely to identify and support these individuals with disabilities and barriers to employment.
2. Accessible Training programs: We need to ensure that the training materials, including apprenticeship opportunities are accessible to individuals with disabilities. This may include providing materials in alternative formats such as braille, or large print, as well as offering language interpreters or captioning for training sessions.
3. Reasonable Accommodations: We need to work with employers who will consider modifications to the physical work environment, flexible work schedules, assistive technology or job restructuring.
4. Training and Sensitization: Provide training to all employees on disability awareness, cultural context awareness, and etiquette. This will bode well for all concerned as it will create a more inclusive and supportive workplace culture for all workers.
5. Assistive technology : We need to work with employers to invest in assistive technology tools and software that can help individuals perform their job duties more effectively.
6. Partnerships with disability organizations: DVR already has relationships with disability organizations, and they continue to provide access to resources, best practices and are great sources for referrals.

The next section provides the Hawaii data for mature workers, veterans, persons with disabilities, foreign born, English as a second language, as well as agriculture migrant officers.

*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 2022 Census reports, notably the American Community Surveys (ACS) one year estimates that of those 65 years old and older demographics, only 23 % have remained in the work force. A large percentage, 75%, have chosen not to work, and are presumably retired.

*Table 1.58. Employment Status of Civilian Population 65 years and over*

Population Label	Estimate	Percentage
TOTAL	294,654	
Worked in the past 12 month:	70,377	23%
in Labor Force	62,778	21%
Not in labor force	7,559	.25%
Did not work in the past 12 months	224,277	76%
Unemployed	900	.03%
Not in labor force	223,377	75%

*Veterans*

For characteristics of veterans in Hawai‘i’s labor force, estimates from the Census Bureau’s 2022 American Community Survey, Table 2101, Veteran Status, indicated that 93,670 veterans accounted for 8.5% percent of the adult population in the state of Hawai‘i. When only 18 to 64-year-old veterans are included, 48,194 veterans were in this age range, of which 38,566 veterans, or 80.0%, were in the labor force. Unemployment rate for veterans was 5.0%, higher than the state unemployment rate of 3.5% for the same period as shown in the Bureau of Labor Statistics, Unemployment Rates for states.

About 35.5% of veterans had some college or an associate degree and another 36.22% percent had a bachelor’s or higher degree. Tables below provide the data statewide and by each county.

Honolulu County mirrored the state closely, but with a higher share of veterans at 9.0% and a slightly lower labor force participation rate of 77.5%. Their unemployment rate was 6.1%; about 32.1% had some college, and about 38.7% had bachelor’s or higher degrees.

Hawai‘i County veterans were 6.5% of their civilian population, with a labor force participation rate of 80.1%; their jobless rate was 5.4%. About 30.7% had some college, and about 28.7% percent had bachelor’s or higher degrees.

The proportion of veterans in Maui County was 6.1%, labor force participation rate was 78.4%; the unemployment rate was unavailable. About 44.8 percent had some college, and about 25.8% had bachelor’s or higher degrees.

Kauai County veterans were 8.0% of the population, with a labor force participation rate of 56.7%; the unemployment rate was unavailable. About 37.1% had some college, and about 34.0% had bachelor's or higher degrees.

*Table 1.63. Veterans Employment Status and Educational Attainment, State of Hawai'i, 2022*

Category	Veterans	% Distribution
<b>VETERANS STATUS</b>	--	--
Civilian Population 18+ years old	93,670	8.5%
<b>EMPLOYMENT STATUS</b>	--	--
Veterans 18-64 years old:	48,194	---
In labor force:	38,566	80.0%
Employed	36,638	---
Unemployed	1,928	---
Unemployment Rate	5.0%	---
<b>EDUCATIONAL ATTAINMENT</b>	--	--
Civilian population 25 years and over	91,321	---
Less than high school graduate	2,973	3.3%
High school graduate (includes equivalency)	22,908	25.1%
Some college or associate degree	32,422	35.5%
Bachelor's degree or higher	33,018	36.2%

*Table 1.64. Veterans Employment Status and Educational Attainment, Honolulu County, 2022*

Category	Veterans	% Distribution
<b>VETERANS STATUS</b>	--	--
Civilian population 18+ years	66,926	9.0%
<b>EMPLOYMENT STATUS</b>	--	--
Veterans 18-64 years old:	37,970	---
In labor force:	29,422	77.5%
Employed	27,627	---
Unemployed	1,795	---
Unemployment Rate	6.1%	---
<b>EDUCATIONAL ATTAINMENT</b>	--	--
Civilian population 25 years and over	68,415	---
Less than high school graduate	2,094	3.2%
High school graduate (includes equivalency)	16,815	25.9%
Some college or associate degree	20,794	32.1%
Bachelor's degree or higher	25,112	38.7%

*Table 1.65. Veterans Employment Status and Educational Attainment, Hawai'i County, 2022*

Category	Veterans	% Distribution
<b>VETERANS STATUS</b>	--	--
Civilian population 18 years and over	10,486	6.5%
<b>EMPLOYMENT STATUS</b>	--	--
Veterans 18-64 years old:	3,601	---
In labor force:	2,884	80.1%
Employed	2,728	---
Unemployed	156	---
Unemployment Rate	5.4%	---
<b>EDUCATIONAL ATTAINMENT</b>	--	--
Civilian population 25 years and over	10,460	---
Less than high school graduate	424	4.1%
High school graduate (includes equivalency)	3,827	36.6%
Some college or associate degree	3,209	30.7%
Bachelor's degree or higher	3,000	28.7%

Table 1.66. Veterans Employment Status and Educational Attainment, Maui County, 2022

Category	Veterans	% Distribution
<b>VETERANS STATUS</b>	--	--
Civilian population 18 years and over	7,918	6.1%
<b>EMPLOYMENT STATUS</b>	--	--
Veterans 18-64 years old:	2,852	----
In labor force:	2,237	78.4%
Employed	2,237	----
Unemployed	--	----
Unemployment Rate	0%	----
<b>EDUCATIONAL ATTAINMENT</b>	--	--
Civilian population 25 years and over	7,798	---
Less than high school graduate	344	4.4%
High school graduate (includes equivalency)	1,949	25.0%
Some college or associate degree	3,492	44.8%
Bachelor's degree or higher	2,013	25.8%

*Table 1.67. Veterans Employment Status and Educational Attainment, Kauai County, 2022*



Category	Veterans	% Distribution
<b>VETERANS STATUS</b>	--	--
Civilian population 18 years and over	4,622	8.0%
<b>EMPLOYMENT STATUS</b>	--	--
Veterans 18-64 years old:	1,872	----
In labor force:	1,061	56.7%
Employed	1,061	----
Unemployed	0	----
Unemployment Rate	0.0%	----
<b>EDUCATIONAL ATTAINMENT</b>	--	--
Civilian population 25 years and over	4,622	---
Less than high school graduate	21	0.5%
High school graduate (includes equivalency)	1,315	28.5%
Some college or associate degree	1,716	37.1%
Bachelor's degree or higher	1,570	34.0%

## Military Spouses

### Hawaii State residents include:

- 43,531 active-duty service members
- 16,594 active-duty spouses
- 28,226 active-duty children
- 13,046 National Guard and reserve members
- 5,832 National Guard and reserve spouses
- 8,711 National Guard and reserve children

**(Data source: DMDC, Dec. 31, 2022)**

About 10,000 active duty service members separate from service annually, of whom only about 800 to 1,000 choose to remain in Hawaii. Hawaii's high cost of living has been cited as the most

common reason. Those that stay have family ties in Hawaii or secure good paying jobs that can sustain their families, and especially if their spouses also have good jobs.

A military spouse is someone married to a member of the armed forces who is performing active duty; a barrier to employment is anything that prevents or reduces the likelihood of achieving an employment goal. These barriers include, but are not limited to, frequent relocations that disrupt career continuity, challenges in transferring professional credentials across state lines, limited access to employment opportunities, and difficulties in obtaining childcare. These factors collectively contribute to underemployment or unemployment, warranting targeted support and intervention within our workforce development initiatives.

Based on national data, 92% of military spouses are women, exhibit a labor market participation rate of 53%—significantly lower than the 76% of the general population—and boast high educational attainment, with 89% having some college education, 30% holding a four-year degree, and 15% an advanced degree. Applying the 21% national unemployment rate for spouses of active duty service members to Hawaii data, Hawaii has approximately 3,485 unemployed spouses. This is a significant untapped labor pool of educated and skilled workers for Hawaii employers.

(Data sources: <https://demographics.militaryonesource.mil/chapter-5-spouse-employment/>; <https://www.militaryonesource.mil/data-research-and-statistics/military-community-demographics/2022-demographics-profile/>; <https://www.dol.gov/sites/dolgov/files/WB/mib/WB-MilSpouse-factsheet.pdf>)

### Disabled

Employment Status by Disability Status	Estimate	Percentage (compared with total workforce)	Percentage (relative to disabled population)
Total (18 -64 years old)	797,203		
Total Number of Persons with Disabilities in Hawaii	80,254	11%	
In the labor Force	629,552		
Employed	606,224	96.29%	
With a disability	36,083	5.73%	44%
No disability	570,141	90.56%	
Unemployed	23,328	3.71%	
With a disability	3,593	.57%	4.4%
No disability	19,735	3.13%	
Not in labor force	167,651	26.63%	
with a disability	40,578	6.45%	50%
no disability	127,073	20.18%	

Table\_\_ : Employment Status by Disability Status and Type

In the Labor Force	629,552
Employed with a disability	36,083
with a hearing difficulty	8,699
with a vision difficulty	7,667
with cognitive difficulty	14,413
with ambulatory difficulty	9,505
with self care difficulty	3,711
with an independent living difficulty	8,611
Unemployed with a disability	3,593
with a hearing difficulty	
with a vision difficulty	124
with cognitive difficulty	2,319
with ambulatory difficulty	1,285
with self care difficulty	106
with an independent living difficulty	592
Not in labor Force	40,578
with a hearing difficulty	6646
with a vision difficulty	8,220
with cognitive difficulty	23,593
with ambulatory difficulty	18,889
with self care difficulty	8,476
with an independent living difficulty	19,846

According to the American Community Survey, in 2022, there were 80,254 people aged 18-64 years old with disabilities living in Hawai'i. Of which, about 44 percent were participants in the labor force and the unemployment rate was 4.4% percent.

Please note that the county level data is not available in the American Community Survey, so the following tables on the disabled were lifted from the 2022 Unified Plan.

The challenge in accessing the data was in, part due to the fact that in 2021, the former agency charged with gathering the information, the Research and Statistics Office, was no longer a part of the Department of Labor and Industrial Relations. Its functions were merged with the Department of Business, Economic Development and Tourism. As such, several labor market data were no longer being collected. However, starting in July 2024, the Research and Statistics office will be re-instated at DLIR, and it is anticipated that the data will be available.

*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

Honolulu County had 39,663 disabled people and both labor force participation and unemployment rates were a little higher than the state.

*Table 1.70. Employment Status of the Disabled, Hawai'i 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

There were 13,508 disabled persons in Hawai'i County and it had the highest unemployment rate in the State at 14.2%.

*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

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, on the other hand, counted 4,244 people with disability (see table below), and a 40% participation rate and an unemployment rate of 8%.

*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 Hawai'i 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 percent, matching the state. Educational attainment and English language spoken did not differ much from the statewide numbers.

Hawai'i 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.

In Fiscal Year 2022, according to the DHS Office of Immigration Statistics, Hawaii witnessed the naturalization of 4,397 individuals, with females (64%) significantly outnumbering males (36%). The age group of 25-34 years saw the highest number of naturalizations (27%), closely followed by the 35-44 years age group (24%). When it comes to occupations, a vast majority, approximately 88% (3,891), were unspecified, highlighting a significant data gap. Among those with specified occupations, management, professional, and related occupations led with 195 individuals, though this represents only a small fraction of the total. The Philippines emerged as the leading country of origin, with 59% (2,582) of the total naturalizations, significantly ahead of China and South Korea, which accounted for about 4% each.

*Table 1.73. Employment Status, Educational Attainment, and Language Spoken of Foreign-Born, State of Hawai'i, 2019*

Category	2019 Estimate
<b>EMPLOYMENT STATUS</b>	--
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%
<b>EDUCATIONAL ATTAINMENT</b>	--
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 degree	27.0%
Bachelor's degree	19.3%
Graduate or professional degree	7.6%
<b>LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH</b>	--
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
<b>EMPLOYMENT STATUS</b>	--
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%
<b>EDUCATIONAL ATTAINMENT</b>	--
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 degree	26.9%
Bachelor's degree	20.1%
Graduate or professional degree	8.0%
<b>LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH</b>	--
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, Hawai'i County, 2019

Category	2019 Estimate
<b>EMPLOYMENT STATUS</b>	--
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%
<b>EDUCATIONAL ATTAINMENT</b>	--
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 degree	26.1%
Bachelor's degree	19.0%
Graduate or professional degree	9.0%
<b>LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH</b>	--
Total population	25,286
Population 5 years and over	25,031
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
<b>EMPLOYMENT STATUS</b>	--
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%
<b>EDUCATIONAL ATTAINMENT</b>	--
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 degree	29.2%
Bachelor's degree	15.1%
Graduate or professional degree	4.8%
<b>LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH</b>	--
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
<b>EMPLOYMENT STATUS</b>	--
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%
<b>EDUCATIONAL ATTAINMENT</b>	--
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%
<b>LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH</b>	--
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%

## Native Hawaiians and Other Pacific Islanders

The US Census Bureau combines Native Hawaiians with Other Pacific Islanders limiting our ability to disaggregate data for the Native Hawaiian population. In 2019 there were 116,696 Native Hawaiians and Other Pacific Islanders living in Hawai'i 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 Hawai'i which reports 8.4% in 2019 compared to 5.2% in 2018.

*Table 1.83. Employment Status and Education of Native Hawaiians and Other Pacific Islanders, State of Hawai'i, 2019*

Category	2019 Estimate	% Distribution
<b>EMPLOYMENT STATUS</b>	--	--
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	---
<b>EDUCATIONAL ATTAINMENT</b>	--	--
Total population 25+ years and over	98,477	---
Less than high school diploma	10,689	10.9%
High school graduate (includes equivalency)	46,154	46.9%
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 and Other Pacific Islanders, Honolulu County, 2019*

Category	2019 Estimate	% Distribution
<b>EMPLOYMENT STATUS</b>	--	--
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	---
<b>EDUCATIONAL ATTAINMENT</b>	--	--
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 and Other Pacific Islanders, Hawai'i County, 2019*

Category	2019 Estimate	% Distribution
<b>EMPLOYMENT STATUS</b>	--	--
Total, 16+ years and over:	18,578	----
Civilian labor force:	10,592	----
Employed	9,700	----
Unemployed	892	----
Unemployment rate	8.4%	----
Not in labor force	7,986	----
<b>EDUCATIONAL ATTAINMENT</b>	--	--
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 and Other Pacific Islanders, Maui County, 2019

Category	2019 Estimate	% Distribution
<b>EMPLOYMENT STATUS</b>	--	--
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	--
<b>EDUCATIONAL ATTAINMENT</b>	--	--
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 and Other Pacific Islanders, Kauai County, 2019*

Category	2019 Estimate	% Distribution
<b>EMPLOYMENT STATUS</b>	--	--
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	----
<b>EDUCATIONAL ATTAINMENT</b>	--	--
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%

### **Individuals below poverty level**

According to Census data, there were 128,722 people in Hawai'i 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, Hawai'i 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 Hawai'i, 2019*



Category	Total	Below poverty level	% Below poverty level
Population for whom poverty status is determined	1,379,078	128,722	9.3%
<b>EMPLOYMENT STATUS</b>	--	--	--
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%	----
<b>WORK EXPERIENCE</b>	--	--	--
Population 16 years and over	1,115,823	97,125	8.7%
Worked full-time, year- round in the past 12 Months	526,985	9,178	1.7%
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%
<b>EDUCATIONAL ATTAINMENT</b>	--	--	--
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%
<b>EMPLOYMENT STATUS</b>	--	--	--
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%	----
<b>WORK EXPERIENCE</b>	--	--	--
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-year in the past 12 months	144,216	14,163	9.8%
Did not work	245,261	40,588	16.5%
<b>EDUCATIONAL ATTAINMENT</b>	--	--	--
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 year in the past 12 months	241,883	6,740	2.8%
Did not work	245,261	40,588	16.5%
<b>EDUCATIONAL ATTAINMENT</b>	--	--	--
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%

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Table 1.80. Employment Status, Experience, Education of Individual Below Poverty Level, Hawai'i County, 2019

Category	Total	Below poverty level	% below poverty level
Population for whom poverty status is determined	198,625	26,250	13.2%
<b>EMPLOYMENT STATUS</b>	--	--	--
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%	----
<b>WORK EXPERIENCE</b>	--	--	--
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%
<b>EDUCATIONAL ATTAINMENT</b>	--	--	--
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%
<b>EMPLOYMENT STATUS</b>	--	--	--
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%	---
<b>WORK EXPERIENCE</b>	--	--	--
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%
Did not work	41,046	8,832	21.5%
<b>EDUCATIONAL ATTAINMENT</b>	--	--	--
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%
<b>EMPLOYMENT STATUS</b>	--	--	--
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%	----
<b>WORK EXPERIENCE</b>	--	--	--
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%
<b>EDUCATIONAL ATTAINMENT</b>	--	--	--
Population 25 years and over	50,807	3,482	6.90%
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%

## Homeless

The 2023 Homeless Point in Time Count provides critical data on homelessness across the State of Hawaii. Statewide, there's an overall increase of 4.19% in the homeless population, with sheltered homelessness rising by 4.14% and unsheltered by 4.21%. Honolulu County sees a total increase of 1.95%, with a notable 4.20% rise in sheltered individuals. Hawai'i County experiences a significant 19.83% surge in its homeless count, driven by a 30.87% increase in unsheltered homelessness. Maui County, however, reports a 4.99% decrease in its total homeless population, alongside an 11.24% reduction in unsheltered individuals. Kauai County records a 9.91% rise in total homelessness, with a substantial 45.00% increase in sheltered

homelessness. These figures highlight the variations in homelessness trends across the state and its counties.

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, 2023*

State/County	Total Homeless	Change from 2018	Sheltered	Unsheltered
State of Hawai'i	6,448	-1.3%	2,810	3,638
Honolulu County	4,453	-0.9%	2,052	2,401
Hawai'i 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 2023 Census of Agriculture, there were 694 migrant farm workers in the State of Hawai'i. 60 percent were in Hawai'i County, nearly 19 percent were in Kauai County, nearly 17 percent were in Maui County, and the remaining 4 percent were in Honolulu County, and the remaining .

*Table 1.89. Farmworkers, 2023*

Category	State of Hawai'i	Honolulu County	Hawai'I County	Maui County	Kauai County
Hired Farm Labor	9,593	2,234	4,463	1,781	1,115
Migrant Farm Labor	694	29	419	117	129
Incl. Hired Workers	540	(D)	285	(D)	129
Only Contract Labor	154	(D)	134	(D)	0
Unpaid Farm Labor	6,104	730	3,498	1,353	523

### **Education and Work Experience Level of Potential Candidates**

The job applicants who post resumes online at HireNet Hawai'i are summarized by the level of education they possess, and this data is available on Hawai'i Workforce Infonet (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 6,094 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 equivalent	6,094	33.0%	1,745	7.4%
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 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 of work experience, but only 26 job listings require that much. Over 21,000 job 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 Hawai'i, 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%
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%

C. COMPARISON OF ECONOMIC AND WORKFORCE ANALYTICAL CONCLUSION. DESCRIBE AREAS OF OPPORTUNITY FOR MEETING HIRING, EDUCATION, AND SKILLS NEEDS IDENTIFIED IN THE ECONOMY COMPARED TO THE ASSETS AVAILABLE IN THE LABOR FORCE IN THE STATE.

**Comparison of Economic and Workforce Analytical Conclusion**

- **Healthcare Workforce Expansion** The healthcare sector in Hawaii, employing a significant portion of the state's workforce, is projected to grow due to demographic



shifts towards an older population. Strategic educational programs focusing on specialized care areas are critical for meeting this demand. Initiatives should focus on expanding the healthcare workforce to ensure adequate service provision across the state.

- **Bridging the Technology Skills Gap** With the technology sector anticipating substantial growth, current educational outputs show a significant gap, with only a portion of graduates meeting industry standards. Strengthening educational programs in STEM and establishing partnerships with leading tech companies will be vital to prepare students effectively for this expanding sector.
- **Enhancing Veteran Employment** Veterans in Hawaii represent a valuable yet underutilized segment of the workforce. Tailored employment programs are essential for leveraging their skills, particularly in areas requiring discipline and technical expertise, thus enhancing their integration into the civilian workforce.
- **Renewable Energy Workforce Development** Projected investments exceeding \$1 billion in renewable energy highlight the need for skilled labor in this growing sector. Development of training programs specific to renewable technologies will support sector needs and contribute to Hawaii's sustainability objectives.
- **Utilizing Underutilized Labor Pools** There is considerable potential in tapping into underutilized labor pools, including older workers and marginalized communities. Programs designed to integrate these groups into the workforce will help address skill shortages and contribute to a more inclusive economic environment.
- **Industry-Educational Partnerships** Educational institutions need to align more closely with industry demands to improve the employability of graduates. This alignment is crucial in sectors where technological advancements and market dynamics rapidly evolve, necessitating a responsive educational system.

**Strategic Multi-Sector Collaboration** Enhanced collaboration among public, private, and academic sectors is crucial for a unified approach to workforce development. This strategy will help streamline efforts, maximize resource utilization, and effectively respond to the diverse needs of Hawaii's labor market.

## 2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of—

### A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required <sup>6</sup> and optional one-stop delivery system partners.<sup>7</sup>

[6] Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD

Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

#### B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

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

#### C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

This section includes information and analysis on the following workforce Core Programs and related delivery partners:

- A. Title 1: Adult, Dislocated Worker, Youth Program
- B. Title 2: Adult Education
- C. Career Technical Education
- D. Title 3: Wagner-Peyser Career Development
- E. Native Hawaiian Workforce Development: Adult
- F. Native Hawaiian Workforce Development Services: Youth
- G. Title 4: Vocational Rehabilitation
- H. Community Block Services Grants
- I. Job Corps
- J. Jobs for Veterans State Grant
- K. Senior Community Services Employment Program
- L. Temporary Assistance for Needy Families
- M. Trade Adjustments Assistance Programs
- N. American Job Centers
- O. Unemployment Insurance claimants
- P. University of Hawai'i
- Q. Registered Apprenticeships
- A. Title 1: Adult, Dislocated Worker, Youth Program**

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>▪ Skills assessment</li> <li>▪ Labor market information</li> <li>▪ Access to eligible education and training programs</li> <li>▪ Work experience and internships</li> <li>▪ Job search and placement assistance</li> <li>▪ Career counseling</li> <li>▪ Support services</li> <li>▪ Provide employers with qualified labor pool.</li> <li>▪ Follow up Services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to partner and stretch funds by leveraging resources.</li> <li>▪ Aware of local business needs locally based.</li> <li>▪ Personalized case management and pathway plan</li> <li>▪ Strong local community partnerships</li> <li>▪ HireNet provides required federal reports and data for the analysis and evaluation of programs.</li> <li>▪ WDD, and UI have data sharing agreements to provide employment and wage data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technology and digital skills</li> <li>▪ Transportation</li> <li>▪ Social worker-based v. business focused.</li> <li>▪ Lack of ETPs</li> <li>▪ Limited pool of service providers</li> <li>▪ LWDBs have had difficulty finding locations for their AJCs</li> </ul>

**Capacity to Provide Services:**

Title I services: Adult, Dislocated Worker and Youth Programs are provided at each of the AJCs in the local areas. Each local area has contracted with service providers to provide required services in each of the programs. Kauai's local area is run by WDD via a waiver to act as the local board. Hawai'i has a small pool of service providers to carry out Title I programs, consequently, when a provider exits, LWDBs have difficulty finding a replacement. Hawai'i and Maui have relatively new program providers; Kauai recently added one on-site provider.

The Hawai'i and Maui LWDBs also have difficulty attracting Eligible Training Providers. To overcome the lack of providers in a local area, those boards have turned to training providers available in other local areas to provide the training for the most in-demand jobs. The University of Hawai'i Community Colleges (UHCCs) offers a viable option and provide reasonably priced training.

As of June 30, 2021, Kauai County no longer administered the WIOA Title I Programs. The state workforce agency, the Department of Labor and Industrial Relations 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 WIOA. DLIR is currently bolstering staff levels to increase capacity of services through recruitment of additional state merit staff.

## **B. Title II Adult Education**

### *The State’s Workforce Development Activities*

Adult education and literacy services are provided statewide through eligible local programs by a competition for AEFLA funds as required by 34 CFR 463 Subpart C, *How Does a State Make an Award to Eligible Providers?* A competition for approximately 1.5 million dollars in AEFLA funds will be held in 2024 to provide the following AEFLA services.

#### Adult Basic Education

The Adult Basic Education (ABE) program provides students with basic skills in English language arts and mathematics. A model ABE program provides comprehensive services to meet the diverse educational needs of students and prepares them to transition to secondary education and job preparation classes. ABE programs include reading, writing, and computational skills necessary for functioning at levels comparable to students in the first through eighth grades. Courses may be remedial for students, or they may provide educational opportunities for students who speak but do not read English. These programs also help students develop job readiness skills to gain employment, advance on the job, or enter adult secondary education classes.

#### Adult Secondary Education

The Adult Secondary Education (ASE) program provides a curriculum that enables adults to attain a high school diploma (HSD) or a high school equivalency (HSE) certificate. Subjects include mathematics, English language arts, history, science, government, and other courses required to complete the credits, or gain the knowledge necessary, to attain an HSD or pass an HSE test. The ASE program is conducted within flexible time frames. It provides knowledge and skills necessary for adults to gain self-sufficiency, and employment, and to be able to transition into advanced postsecondary and career programs.

#### English Language Acquisition

The English Language Acquisition (ELA) program prepares adult learners to speak, read, and write English fluently. Students are placed, via language proficiency assessments, in one of six levels of instruction: beginning literacy, beginning low, beginning high, intermediate low, intermediate high, and advanced. The assessments used to progress from one level to another measure general language proficiency and specific standards mastered. Key objectives are as follows:

- Provide students with the ability to use English that is accurate and appropriate in a variety of academic and social settings.
- Develop students’ receptive English language skills of listening and reading comprehension.
- Develop students’ productive English language skills in speaking and writing.

- Integrate language acquisition with relevant life experiences, stressing the importance of critical thinking, problem-solving, and self-sufficiency.

#### English Literacy and Civics Education

English Literacy and Civics Education (ELCE) can be offered within the ELA program. ELCE activities include:

- Civic Participation modules that support the design, creation, implementation, and delivery of instructional activities that integrate civics education content with existing ELA courses.
- Citizenship Preparation courses that use ELA methodologies and citizenship preparation material to prepare learners to take and pass the U.S. Citizenship and Immigration Services oral and written citizenship tests.

#### Integrated English Literacy and Civics Education

The Integrated English Literacy and Civics Education (IELCE) program, as defined in WIOA Section 243, is 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; and
- integrate with the local workforce development system and its functions to carry out the activities of the program.

Language and literacy objectives must be provided in combination with Integrated Education and Training (IET). The IET model combines workforce preparation activities and workforce training with literacy activities to increase a participant's educational and career advancement.

#### Integrated Education and Training

34 CFR § 463.35 What is integrated education and training?

The term "integrated education and training" refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

34 CFR § 463.36 What are the required components of an integrated education and training program funded under title II?

An integrated education and training program must include three components:

1. Adult education and literacy activities as described in § 463.30.
2. Workforce preparation activities as described in § 463.34.
3. Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act.

34 CFR § 463.37 How does a program providing integrated education and training under title II meet the requirement that the three required components be "integrated"?

In order to meet the requirement that the adult education and literacy activities, workforce preparation activities, and workforce training be integrated, services must be provided concurrently and contextually such that -

- Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
  - Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
  - Occur simultaneously; and
  - Use occupationally relevant instructional materials.
- The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

#### Corrections Education

##### 29 USC §3305. Programs for corrections education and other institutionalized individuals

- Program authorized from funds made available under section 3302(a)(1) of this title for a fiscal year, each eligible agency shall carry out corrections education and education for other institutionalized individuals.
- Uses of funds - The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for—
  - adult education and literacy activities;
  - special education, as determined by the eligible agency; (Not Applicable in Hawaii)
  - secondary school credit; (Not Applicable in Hawaii)
  - integrated education and training;
  - career pathways;
  - concurrent enrollment;
  - peer tutoring; and
  - transition to re-entry initiatives and other postrelease services with the goal of reducing recidivism.
- Priority - Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.
- Report - In addition to any report required under section 3141 of this title, each eligible agency that receives assistance provided under this section shall annually prepare and submit to the Secretary a report on the progress, as described in section 3141 of this title, of the eligible agency with respect to the programs and activities carried out under this section, including the relative rate of recidivism for the criminal offenders served.

AEFLA corrections education services serve felony offenders in all jails and prisons in Hawaii. Felonies, jails, and prisons are defined as follows:

A felony is classified as an offense with a possible penalty of more than one year in state or local confinement in Hawaii.

Jails provide for the secure incarceration of pretrial and short-term sentence misdemeanant populations and the transitional sentence felon population, as well as those who have almost completed their felony sentences and are returning to the community. Jails are locally situated on each major island. Jail populations consist of both male and female inmates.

Prisons are utilized for felony sentencing longer than one year. Hawaii has three prisons, all located on the island of Oahu.

### *Title II Strengths and Weaknesses*

#### Activities

- Adult Basic Education
- Adult Secondary Education
- English Language Acquisition
- English Literacy and Civics Education
- Integrated English Literacy and Civics Education
- Integrated Education and Training
- Corrections Education

#### Strengths

- Assists adults most in need in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways.
- Assists immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English and mathematics skills; and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.
- Activities are available statewide.
- Activities integrate career services and workforce preparation, including digital literacy.
- Activities include partnerships that provide additional support.

#### Weaknesses

- An activity duration may conflict with the time constraints of the participants.
- Activities may require additional non-academic and academic support for participants to complete successfully.

### *State Workforce Development Capacity*

The Hawaii State Department of Education (HIDOE) is the eligible agency for the Adult Education Family Literacy Act (AEFLA) grant funds, Title II of the Workforce Innovation and

Opportunity Act (WIOA) for Hawaii. The state director for adult education is responsible for administering funds and providing oversight to grantees and is located in the Office of Curriculum and Instructional Design.

The HIDEOE will use a competitive four-year grant award process subject to renewal or continuation annually to address the capacity to deliver statewide adult education and literacy services.

The award process will meet the requirements of 34 CFR 463 Subpart C, How Does a State Make an Award to Eligible Providers? It will be available to all eligible providers in Hawaii as defined in 34 CFR § 463.23 Who is eligible to apply for a grant or contract for adult education and literacy activities?

Applicants must meet the demonstrated effectiveness determination in 34 CFR § 463.24 How must an eligible provider establish that it has demonstrated effectiveness? to be eligible for an award. The demonstrated effectiveness determination includes the following.

- Submission of data for one year in the following categories
  - Employment Rate Quarter 2 and Quarter 4
  - Credential Attainment
  - Measurable Skills Gain

The outcomes for each category must meet or exceed the required demonstrated effectiveness percentage published in the application.

Applicants who meet the demonstrated effectiveness determination will continue with the application process and address the remaining requirements, which include the following.

- How will AEFLA funds be expended for adult education services in the state
- Submission of Cooperative Agreements
- Alignment with Hawaii Workforce Development Board Plans
- American Job Center Hawaii (One-Stop) Responsibilities
- Alignment with the Hawaii State WIOA Plan
- Aligning of College and Career Readiness Standards
- Aligning of English Language Proficiency Standards for English Learners
- How will the Adult Education Program (AEP) Objectives in the Hawaii State WIOA Plan be addressed?
- Addressing the Considerations in 34 CFR 463.20 (d) In awarding grants or contracts for adult education and literacy activities to eligible providers, the eligible agency must consider the following
  - Budget Proposal
  - Personnel to Provide Adult Education Services



Applications will be evaluated by a committee of representatives from core partners trained in using a rubric included with the application. The workforce development boards of each region will review the applications for alignment with their local plan.

Applicants selected to receive funds must complete a risk assessment and be approved before receiving AEFLA funds.

The HODOE, through the state director of adult education, will provide oversight, professional development, technical assistance, and program guidance to recipients of AEFLA funds to carry out statewide adult education and literacy activities.

### **C. Career Technical Education**

#### **Activities**

- 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

#### **Strengths**

- 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 contextualized

#### **Weaknesses**

- 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

#### **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.

#### **D. Title III Wagner-Peyser Employment Services**

##### **Activities**

- Assessment of experience, skills, and interests
- Career guidance
- Labor market information
- Job search workshops
- 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 Hawai'i's HireNet Hawaii system, 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 and other covered persons with significant barriers to employment
- Promoting hiring of veterans and covered persons
- Helping employers and employees deal with layoffs

##### **Strengths**

- Long history of strong interagency partnerships
- Relationships with business and industry
- Responsiveness to business hiring needs.
- Statewide services
- Use of technology such as self-service features in the HireNet Hawaii system.
- Access to other funding sources to assist job seekers and businesses.
- Flexibility in serving business and job seekers

##### **Weaknesses**

- Funding levels constrain business outreach and individualized services to customers.
- Professional development

- Lack of standard on-boarding for new career counselors
- Inconsistent staffing levels

**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 the public during all office hours.

**E. Native Hawaiian Workforce Development Services – Adults**

ALU LIKE, Inc. provides Hawai‘i’s Statewide WIOA, Title I, Subtitle D-National Programs Sec. 166,

NATIVE AMERICAN PROGRAMS COMPREHENSIVE SERVICES (ADULTS).

**Activities:**

- Outreach.
- Intake.
- Assessment of skill levels.
- Career planning/counseling.
- Development of Individual Employment Plan.
- Facilitation of remedial education; tutoring; study skills training; and occupational skills training (2 years 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) that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors of occupation or occupations in the local area; on-the-job training, entrepreneurship training, upskilling/skills upgrading and retraining.
- Supportive services that are necessary to enable an individual to participate in activities authorized under WIOA.
- Native Hawaiian culturally relevant career and job readiness/employment preparation—Dream Navigator online and Ka La Hiki Ola-The Dawning of a New Day-curriculum and workbooks utilized with incentives for successful completion.
- 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 a 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 Program has 5 Program Offices. Hawai'i Island has a manager and 4 Program Specialists. Kauai Island has 1 Program Specialist. Moloka'i Island has one.
- Program Specialist. Oahu has 3 Program Specialists who presently assist Maui individuals virtually and in-person scheduled appointments at the Maui Office. WIOA statewide services are provided for clients, employers, and training providers, etc. at the Island Offices, out in the Island communities and remotely with direct Program Specialist RingCentral phone numbers/text messages/videoconference capabilities with Zoom and MS Teams.
- Welcoming, heartfelt, positive, sincere, caring, and culturally relevant environment for participants to work together with the Team who are passionate in serving our people.
- An Employment & Training Team who are regularly active and participate in community events.

**Areas To Work On:**

- Expand outreach in the communities.
- Evaluate program areas to improve upon.

**Capacity To Provide Services:**

- ALU LIKE, Inc. WIOA Program operates statewide with offices and staff on the Islands of Hawai'i, Kauai (also serving Niihau), Maui, Molokai (also serving Lanai), and Oahu.

**F. NATIVE AMERICAN PROGRAMS SUPPLEMENTAL YOUTH SERVICES (Ages 14-24).**

(ALU LIKE, Inc. provides Hawai'i's Statewide WIOA, Title I, Subtitle D-National Programs Sec. 166)

**Activities:**

- Outreach.
- Intake.
- Assessment of skill levels.
- Career planning/counseling.
- Development of Individual Employment Plan.
- Facilitation of remedial education; tutoring; study skills training; and occupational skills training including Dual Credit assistance allowing high school students to enroll in college classes, and earn credit towards high school graduation and a college classes; work-based learning/internships/paid work experiences; on-the-job training; entrepreneurship training; alternative secondary school services; leadership development opportunities; financial literacy education; and educational incentive allowances.

- Supportive services that are necessary to enable an individual to participate in activities authorized under WIOA.
- Native Hawaiian culturally relevant career and job readiness/employment preparation—Dream Navigator online and Ka La Hiki Ola-The Dawning of a New Day-curriculum and workbooks utilized with incentives for successful completion.
- 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 a 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 Program has 5 Program Offices. Hawai‘i Island has a manager and 4 Program Specialists. Kauai Island has 1 Program Specialist. Molokai Island has 1 Program Specialist. Oahu has 3 Program Specialists who presently assist Maui individuals virtually and in-person scheduled appointments at the Maui Office. WIOA statewide services are provided for clients, employers, and training providers, etc. at the Island Offices, out in the Island communities and remotely with direct Program Specialist RingCentral phone numbers/text messages/videoconference capabilities with Zoom and MS Teams.
- Welcoming, heartfelt, positive, sincere, caring, and culturally relevant environment for participants to work together with the Team who are passionate in serving our people.
- An Employment & Training Team who are regularly active and participate in community events.

**Areas To Work On:**

- Expand outreach in the communities.
- Evaluate program areas to improve upon.

**Capacity To Provide Services:**

ALU LIKE, Inc. WIOA Program operates statewide with offices and staff on the Islands of Hawai‘i, Kauai (also serving Ni‘ihau), Maui, Molokai (also serving Lanai), and Oahu

**G. Title IV Vocational Rehabilitation: (Individuals with Disabilities, Including Youth with Disabilities Activities)**

According to the U.S. Census Bureau American Community Survey 5- Year Estimates, the number of individuals in Hawai‘i under 65 years old with disabilities represents a population of 167,410 (12% of Hawai‘i’s total population of 1,380,760 statewide). Of the 167,410, 67,701 or 8.4% are those between the ages of 18 and 65. Hawai‘i County had the highest rate of

individuals with disabilities (11.8%) as a percentage of the total population, with Kauai having the lowest rate (7.1%).

Estimates for 2024 of eligible individuals accessing Vocational Rehabilitation (VR) services statewide (inclusive of students eligible for Pre-Employment Transition Services and VR individualized services) is 5,043, which represents about 7.4% of the state's total potential workforce population of individuals with disabilities.

Hawai'i's unemployment rate in 2022 for individuals aged 16 years and above was 3.1%, with non-disabled adult employment rates at approximately 57% (2022 US Census estimates).

The Rehabilitation Act, as amended by Title IV of 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 at 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 student with disabilities in Hawai'i have 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 Hawai'i State Department of Education and available to all identified students with disabilities. These services include (34 C.F.R. 361.48(a)(2)):

1. Job Exploration Counseling;
2. Work-Based Learning Experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible;
3. Counseling on Postsecondary Education Opportunities, including enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
4. Workplace Readiness Training to develop social skills and independent living; and
5. 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).

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

The following themes emerged in 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.

DVR works with employers, the WDD and other community partners, including Community Rehabilitation Programs, 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 resolved its active Order of Selection (OOS) as of April 10, 2023. All priority categories have remained open since that time and DVR does not have any individuals on a "deferred list", or waiting list.

## **H. 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

## **I. Job Corps**

### **Activities:**

- 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

### **Strengths**

- Utilizes career pathways.
- Many opportunities to obtain industry recognized certification.
- GED and HI Set 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

### **Weaknesses**

N/A

### **Capacity to Provide Services:**

Hawai'i Job Corps has the capacity for 211 students on Oahu and 128 on Maui

### **J. Jobs for Veterans State Grant (JVSG)**

The JVSG is a staffing grant that supports a Local Veterans Employment Representative and Disabled Veterans Outreach Program Specialists with related Management and Administration staff. All JVSG staff are located on Oahu where most veterans and other covered persons reside, but JVSG staff serve veterans and businesses statewide through videoconferencing, email, phone, and occasional in-person visits.

Activities conducted by the Local Veterans Employment Representative and Disabled Veterans Outreach Program Specialists are described below with an analysis of strengths, weaknesses, and capacity to deliver services.

#### **J1. Local Veterans' Employment Representative (LVER)**

##### **Activities:**

- Conducts outreach to employers on behalf of veteran customers through activities such as, but not limited to, planning, and participating in job fairs, conducting seminars for employers, coordinating recruitment for businesses and other organizations, and informing federal contractors of veteran hiring requirements.



- Participates as a member of AJC Business Service Teams or business engagement activities for coordination with AJC staff and partners.
- Works with employers to develop job opportunities on behalf of and advocates hiring of veterans, transitioning service members who attended or participated in at least one Transition Assistance (TAP) activity or event, eligible spouses, and other groups designated by federal law or policy as eligible for LVER services.
- Conducts job search workshops in conjunction with employers.
- Engages job search groups to facilitate access to employers.
- Educates partner staff and AJCs about program initiatives and priority of service for veterans, transitioning service members who attended or participated in at least one Transition Assistance (TAP) activity or event, eligible spouses, and other groups designated by federal law or policy as eligible for LVER services.

**Strengths:**

- LVER staff is well-trained to perform LVER duties through numerous courses provided by National Veteran Training Institute contracted by USDOL-Veterans Employment and Training Service (VETS).
- As a veteran, the LVER understands the value and barriers of most veterans and can more effectively advocate for veterans and bridge the gap between employers and veterans.
- LVER raises awareness among partner and American Job Center staff of priority of service for veterans and how that may be demonstrated.

**Weaknesses:**

- Hawai'i's high cost of living makes it difficult for recently separated veterans to remain in Hawai'i and most of them move to other states within a year, which discourages local employers from selecting them for jobs that require extensive training, such as apprenticeship programs. The LVER takes this and other factors into account when working with employers.

**Capacity to Provide Services:**

Given the present funding levels and DOL priorities for LVER services, current LVER resources are generally sufficient to serve the needs of eligible veteran transitioning service members who attended or participated in at least one Transition Assistance (TAP) activity or event, eligible spouses, and other groups designated by federal law or policy as eligible for LVER services.

**J2. Disabled Veterans Outreach Program (DVOP)**

**Activities:**

- DVOPs provides individualized career services to those most in need within a prioritized group of eligible veterans and other covered persons with significant barriers to employment, as directed by law, USDOL, and State guidance.
- DVOPs provide individualized career services to eligible veterans, transitioning service members who attended or participated in at least one Transition Assistance (TAP)

activity or event, eligible spouses, and other groups designated by federal law or policy as eligible for DVOP services. These persons have significant barriers to employment, as directed by federal law or policy.

- DVOPs provides a wide range of workforce services through a case management approach including individualized career service to at least 90% of all clients served.
- DVOPs partner with counseling staff of the Veterans Administration Vocational Readiness and Employment program and Homeless Veterans Reintegration Program grantees to co-enroll and jointly case manage clients determined to be job ready, and DVOPs co-enroll clients as appropriate in other programs such as WIOA National Dislocated Worker grant programs for wrap-around services to benefit the client.)
- If the DVOPs do not have a full caseload of eligible veterans, they may conduct outreach and recruitment activities with other service providers in the area to enroll priority clients.

**Strengths:**

- DVOPs receive extensive training for DVOP duties through National Veterans Training Institute. Hawai'i DVOPs exceeds the minimum of 90% of clients served who received individualized career services.
- DVOPs are veterans themselves and can therefore more quickly establish trust and rapport with veteran clients.

**Weaknesses:**

- A short supply of jobseekers makes it difficult to fill vacancies for DVOP positions.

**Capacity to Provide Services:**

Given the current funding levels, when DVOP vacancies are filled, capacity will be adequate to serve eligible veterans, transitioning service members who attended or participated in at least one Transition Assistance (TAP) activity or event, eligible spouses, and other groups designated by federal law or policy as eligible for DVOP services.

**K. Senior Community Service Employment Program (SCSEP):**

**Activities**

- 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.
- Utilizes and fosters part-time opportunities in community service activities.
- Collaborates with employers (public and non-profit) to become host agencies which are crucial for training the participants of the program.
- Collaborates with employers to identify employment talent needs for customization of training plans for participants with the host agencies.
- Advocates for mature workers to be hired in the workforce.

- Earn subsidized income while developing employable skills with a host agency.
- Receive supportive services through program and through, leveraged funding and partnerships with other programs.
- Direct access to the American Job Center and additional supports for job seekers.

### **Strengths**

- Provides a customized employment and transitional plan that is created together with the participant, program operator, host agency.
- Provides meaning work and purpose for eligible participants outside of the home environment, including the continuation of mental, physical and socialization activities.
- Offers a direct referral to other programs through the American Job Center.
- Offers workers compensation coverage for all participants.
- Increases a participant's ability to acquire part time or full- time unsubsidized employment for self- sufficiency.
- Offers host agencies the opportunity to give back to the public through taking on a participant for training.
- Participants offer host agencies the much-needed assistance 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.

### **Weaknesses**

- Individuals have very little to no work experience.
- Liability – risk of injury is high thus impacting the amount of public and/or non-profit agencies willing to become host agencies.
- Limited number of slots available for program participants.
- Digital literacy is a continued challenge for many participants but is necessary for job search skills.
- Integration into WIOA for core service assessment and co- enrollments.
- Needs more collaboration with the workforce communities and employers to consider hiring an older worker.
- Ageism – participants remain longer in the program because employers are more apt to hiring younger candidates compared to older candidates.
- 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:**

- Because of the limited 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.

### **L. Temporary Assistance for Needy Families (TANF):**

#### **Activities**

- Work Program for families that receive TANF financial assistance benefits.
- Case Management and counseling services
- Assessments and Develop Employment / Barrier Reduction Plan
- 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

#### **Strengths**

- 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 community-based agencies to provide specific services.
- Ability to procure broad range of services that meet TANF Purposes 1 & 2 through Individualized case management services
- Supportive services available for participants, i.e., assistance with transportation costs, work- and education-related expenses, childcare 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 childcare subsidies.
- Assists families with no TANF months remaining but are determined temporarily disabled, experiencing domestic violence crisis, or recovering from substance use disorder

### **Weaknesses**

- 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 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.

### **M. Trade Adjustment Assistance (TAA) Programs**

TAA entered a phase-out termination status beginning July 2022, when it was not reauthorized by Congress. TAA was, however, included in the FY23 Omnibus Bill, giving it a 1-year extension. States still must provide services to those whose petitions had been approved prior to June 30, 2022; new petitions have not been reviewed since that date until further notice.

#### **Capacity to Provide Services:**

- Extensive support for TAA participants including assessment, training, and job placement.
- Allows requests for more funds, as needed for eligible participants.

### **N. American Job Centers:**

Hawai'i's four American Job Centers (AJC) provide free services to job seekers and employers, including job search assistance, personal career planning services, training opportunities, HireNet Hawai'i 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 jobs seekers 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-enroll participants in programs, and will blend and braid funds from the eligible programs.

### **Justice-Involved**

American Job Centers are available to respond to inquiries from ex-offenders, also known as returning citizens, 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 returning citizens conduct a job search.

A well-developed Going Home Consortium program in Hawai'i County features strong collaborations among the State Judiciary, American Job Center, and service providers to facilitate 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.

### **Military Spouses**

Military spouses are a new focus for employment and training services, largely on Oahu, to increase their participation in the local workforce and capitalize on their skills and education, thereby contributing to Hawaii's economic growth and stability. This targeted approach ensures that the potential of military families is recognized and supported, enhancing their integration and success within Hawaii's community.

Specific outreach and service delivery strategies will be developed by the AJC with direction and oversight by the Local Workforce Development Board. Services will evolve over time to improve effectiveness. Training on case managing military spouses will be provided by National Veterans Training Institute, a training organization contracted by DOL-VETS, to familiarize staff with some of the issues facing military spouses and how they may be resolved. Participation by military spouses and separating service members will be tracked in HireNet Hawaii to assess effectiveness of services provided.

### **O. Unemployment Insurance Claimants:**

Most Unemployment Insurance (UI) individuals in Hawai'i are required to register, enter essential background information, and post an on-line resume in HireNet Hawai'i, the WDD's online employment search and job matching system, to be eligible for UI benefits. HireNet Hawai'i 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 to selection for Reemployment Services and Eligibility Assessment (RESEA), a program designed to assist and facilitate an individual's transition to reemployment. 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's 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 and services to reduce duration of UI benefits. Its success led to the RESEA program.

#### **P. University of Hawai'i**

The University of Hawai'i Community Colleges has developed a website using LMI data from the Economic Modeling Specialist International. This is 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://careereexplorer.hawaii.edu/>.

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 Hawai'i. The site provides online interactivity and visualization of economic and workforce opportunities in Hawai'i. 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 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 to access federal Perkins funds.

#### **Q. Registered Apprenticeship**

Registered Apprenticeship is a structured training program that combines on-the-job learning with related classroom instruction. It is employer-driven and a flexible training strategy that can be customized to meet the needs of every business.

Apprenticeship is also an "earn while you and learn" model where apprentices earn wages while being trained on the job. Apprentices are paid from day one and receive progressive wage increase/s during the term of apprenticeship or upon completion of the program.

Most apprenticeship programs in Hawai'i are in construction trades, but there are other apprenticeship programs in non-construction trades. The list of Hawai'i's construction apprenticeship programs (union and non-union) and non-construction apprenticeship programs are found at: <https://labor.hawaii.gov/wdd/files/2021/05/List-Construction-Apprenticeships-01.04.21.pdf>.

The Department of Labor and Industrial Relations (DLIR) was awarded a grant by the USDOL Employment and Training Administration under the State Apprenticeship Expansion Formula grant to help build statewide capacity of DLIR as the State Apprenticeship Agency in Hawai'i, expand apprenticeship in non-traditional occupations statewide, and better integration with WIOA and enhance partnership with the AJCs. The period of performance of the grant is July 1, 2023, to June 30, 2024.

## **B. STATE STRATEGIC VISION AND GOALS**



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

#### 1. VISION

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

#### 2. GOALS

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

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment<sup>8</sup> and other populations.<sup>9</sup>

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

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

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

#### 3. PERFORMANCE GOALS

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

#### 4. ASSESSMENT

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

### **II. B.1a Strategic Element: State’s Vision on Workforce Development**

*Hawai’i is fully committed to enhancing old and enabling new career pathways to living wage jobs, strong advancement opportunities, and the equitable upward mobility needed to build a 21st century, globally competitive, inclusive economy for all its residents.*

### **II. B.1b Strategic Element: State’s Mission on Workforce Development**

*We establish programs for effective sector partnerships to empower the people of Hawai’i to be competitively skilled and resilient in Hawai’i’s shifting economies.*

## II. B1c: Strategic Element: State's Values

- Determination: "We will get important things done."
- Collaboration and Teamwork: "We will work together, and with others!"
- Accountability: "We will stand by our recommendations to the Governor and help them succeed."
- Innovation: "We will take reasonable risks and develop creative solutions as economic conditions change."

### II.B.1. Goals

**Goal #1:** Prioritize services to vulnerable populations with significant barriers to employment. We also aspire to foster a diverse and inclusive workforce by implementing strategies that will promote equal opportunity. This also involves partnering with employers to develop diversity initiatives and cultural competency programs.

**Goal #2:** Tie Economic Development and Workforce Development efforts to address core issues like labor shortage, living wage, economic diversification, and jobs for the future.

We must prioritize diversifying beyond tourism, reducing reliance on a single, low-wage industry and fortifying against market fluctuations. Bridging the skills gap directly tackles some labor shortages, crucial in high-demand sectors and high-growth areas, enhancing economic stability. By focusing on living wages, we ensure that economic growth translates into community well-being by addressing the high cost of living. Emphasizing social equity, the plan commits to improving opportunities for all, particularly native Hawaiians, and marginalized groups. This holistic approach not only drives economic resilience but also aligns with Hawai'i's cultural values, ensuring a sustainable, prosperous future for its diverse population.

**Goal #3:** Build stronger bridges with Hawai'i's educators and training providers since a strong education and training ecosystem will yield lifelong learners and foster innovation in a fast-changing world.

This also means developing education and training programs which align with the needs of Hawai'i's evolving economy. Through sector partnership, we can identify opportunities to work with businesses, educational institutions, industries and communities to ensure that training programs are relevant and accessible,

Strengthening Hawai'i's workforce development hinges on robust partnerships with educational institutions. This collaboration enhances curriculum relevance, integrates Hawai'i's unique heritage into education, and fosters innovative teaching methods. It also ensures educational strategies that are responsive to Hawai'i's evolving economic and societal landscape and contributing to a robust and future-oriented educational system. The University of Hawai'i's strategic plan, with its commitment to aligning education with state workforce needs, has set a crucial precedent in its new strategic plan. The Department of Education--a single statewide public school district-- is striving to create seamless pipelines to higher education and skilled trades. By involving private universities like Chaminade and Hawai'i Pacific University, a more collaborative model will ensure a well-rounded, future-ready workforce, well suited for Hawai'i's unique economic and cultural landscape.

In addition, we need to increase capacity amongst workforce development entities, many of which are non-profits or community-based organizations (CBOs) to increase their ability to provide training as well as address barriers like transportation, childcare or other wrap-around

services that, when missing, often impede access to training. Ultimately, this goal strengthens the foundation of Hawai'i's workforce development, leading to a more competitive and resilient economy.

**GOAL #4:** We intend to foster strong working relationships and forge collaboration amongst stakeholders including businesses, government entities, educational institutions and community groups to achieve our workforce development goals. We are a small state with limited resources so it behooves us to leverage our resources, share best practices and coordinate so there would be no duplication of efforts and in the end, we can truly provide a comprehensive support to our communities who are seeking employment and a better life for themselves and their families.

II. B.2: Strategic Element: Performance Goals (Please see tables in Appendix 1)

### C. STATE STRATEGY

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

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7) AND INCLUDES REGISTERED APPRENTICESHIP. "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23)

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE TO THE STATE TO ACHIEVE FULLY INTEGRATED CUSTOMER SERVICES CONSISTENT WITH THE STRATEGIC VISION AND GOALS DESCRIBED ABOVE. ALSO DESCRIBE STRATEGIES TO STRENGTHEN WORKFORCE DEVELOPMENT ACTIVITIES IN REGARD TO WEAKNESSES IDENTIFIED IN SECTION II(A)(2)

#### C. State Strategy

##### **STRATEGIES TO ALIGN CORE PROGRAMS**

The WDC conducted planning sessions to prepare core and mandatory partners for the unified state plan. The intentions were as follows:

- 1) align WIOA core programs and mandatory partners
- 2) identify resources needed to achieve fully integrated consistent with strategic vision and goals; and
- 3) strengthen the weaknesses identified in workforce development activities.

There is a need for meaningful oversight of the local WDBs. With the issuance of a Local Workforce Development Board Performance Negotiations and Sanctions Policy, the State is in alignment with Federal guidance that allows for local performance failure and measures for

improvement within three consecutive years beginning with Program Year 2024. Interim measures for failure will include provision of technical assistance and development of performance improvement plans and corrective actions. Details of the policy can be found here: [WIOA-Bulletin-02-23.pdf \(hawaii.gov\)](#). The WDC plans to initiate a Statewide Executive Directors group to meet on a monthly basis to share working practices, discuss challenges and methods to overcome areas of concern, and presentations from core partners, stakeholders, and community.

Here are the other strategies for the stated goals:

### **Strategies and Tactics #1**

#### **PRIORITY TACTICS:**

#### **Outreach to Immigrant Population**

Rationale: According to the American Immigration Council, almost twenty percent of Hawaii residents are foreign born and immigrants compose 1/5th of Hawaii's labor force[1]. With this large percentage, it behooves the State to create pathways for immigrants to participate fully in the economic ecosystem of our State.

- WDC/WDD will conduct outreach to immigrant groups to connect them with resources, including but not limited to language training and citizenship classes.

#### **Outreach to veterans and Military Spouses**

Military spouses represent a significant portion of dislocated workers incoming to the State, many of whom are eligible for WIOA services. According to the Department of Defense, the national unemployment rate for military spouses is around 21%, demonstrating significant need and discrimination among this community in securing employment. The post-secondary training is consistently higher than that of other demographics indicating a significant opportunity for Hawaii to engage this potentially skilled workforce.

#### **Re-energize and transform American Job Centers through a refreshed brand identity, increased visibility, and better coordination with WIOA Core partners.**

American Job Centers are the first line of support and contact for those seeking to find a job or improve their career options. Regrettably, lack of awareness about their offerings perpetuates a vicious cycle. Limited visibility leads to low participation rates in AJCs, resulting in underutilized funds allocated by the Local Workforce Development Boards (LWDB). Consequently, the AJCs struggle to demonstrate their effectiveness and impact, creating a self-perpetuating cycle of underutilization and under recognition.

Transforming American Job Centers in Hawai'i to enhance their identity, visibility, and coordination with WIOA Core partners is crucial. It will make these centers more visible and recognizable, improving access for job seekers. Better coordination with WIOA Core partners offers will streamline and enhance services resulting in a more comprehensive support system. We will increase the effectiveness of job placement and skill development, contributing to a stronger workforce in Hawai'i and better compliance with the WIOA mandate.

- WDD/WDC will engage with the US Department of Labor to train LWDB so there will be stronger oversight on AJC performance.
- WDD/WDC will engage consulting services to assist in a refreshed market positioning of the AJC.

- WDD/WDC will review and oversee development and continuous improvement of a seamless, coordinated service delivery system that is described in the Unified State Plan and outlined in local plans and Memoranda of Agreement (MOA) that describe in detail alignment of services, policies, and procedures.
- Core partners and other key service providers have agreed to utilize Hawai'i'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/WDD will meet with core partners and other key service providers semi-annually to discuss successes, challenges, and solutions to achieving coordinated, aligned services.

**Corollary Tactics:**

- Establish systems that can track and monitor outreach to target populations.
- WDD and local areas 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 that priority services are given to those targeted populations. Procedures will include initial academic and career path assessment to ensure that vulnerable populations receive essential initial training and subsequent support to allow them to best benefit from program services.
- 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, WDD 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.
- Support community-based organizations (CBOs) focused on educating and training members of underserved communities to offer greater windows to reach these communities. CBOs are closest to understanding the unique needs of the communities they serve and supporting them reinforces our commitment to equitable workforce development in Hawai'i.

**Strategies and Tactics for Goals #2**

Hawai'i's unique island economy has serious challenges that were laid bare during the recent COVID epidemic and the Maui firestorms that killed nearly 100 people and did billions of dollars of damage. We must prioritize diversifying beyond tourism, reducing reliance on a single, low-wage industry and fortifying against market fluctuations. Bridging the skills gap directly tackles some labor shortages, crucial in high-demand sectors and high-growth areas, enhancing economic stability. By focusing on living wages, we ensure that economic growth translates into

community well-being by addressing the high cost of living. Emphasizing social equity, the plan commits to improving opportunities for all, particularly native Hawaiians, and marginalized groups. This holistic approach not only drives economic resilience but also aligns with Hawai'i's cultural values, ensuring a sustainable, prosperous future for its diverse population.

- Convene a Living Wage Summit: This will help to clarify the way different living wages are calculated and sharpen the goals of industry recruiters and supply-side workforce training and programs.
- Create a working group to explore how to access federal funds such as CHIPS, IJIA, and IRA for local purposes.
- Update information on federal and state funds allocated for workforce development efforts in Hawaii. This information will create a baseline of understanding on the types of funding mechanisms accessed by agencies and the gaps which may exist. The document titled: "Funding Summary 2018" can be accessed here: <https://labor.hawaii.gov/wdc/files/2019/05/Funding-Map-Poster-FINAL-website.pdf>
- Strengthen collaboration between the Department of Business, Economic Development and Tourism and the Department of Labor and Industrial Relations with regular meetings that would identify emerging markets and opportunities.
- Continue to support the Sector Partnership model spearheaded by the Chamber of Commerce of Hawaii and seek areas of greater collaboration. The efforts have yielded strong results particularly in four sectors which have been identified as emerging sectors: Engineering, Health care, IT and Creative Industries.[1]
- Seek greater utilization of the Workforce Development Council (WDC) and the Local Workforce Development Boards (LWDB) with their private sector council members, to bridge connections with private industries.
- Establish high functioning business services teams at each AJC to outreach, educate, and provide tangible services which directly benefit employers and those seeking employment.
- Create videos and educational materials to distribute to employers to create greater awareness on workforce development efforts.

### **Strategies and Tactics for Goals # 3:**

- WDD and WDC will coordinate closely with UH's WFD efforts and those of other private institutions.
- Create a working group to evaluate the promise of stackable credentials which has the potential to reshape some aspects of post-secondary education to better assist the underserved.
- Bridge connections between relevant WDC Committees (i.e., Military and Veteran Affairs Committee, the Employer Engagement Committee, and the Sector Partnership Committee) and UH, Community Colleges, Hawai'i Department of Education (Workforce Development Division)
- Revamp, reframe, and modernize the Eligible Training Provider List (ETPL) as a critical tool for both raising awareness of WIOA-eligible training programs and creating

transparency on the quality of various training programs based on the wage outcomes of participants.

- Create a searchable web based ETPL that enables job seekers to find information on tuition costs, length of training, credentials expected upon completion of a program that ensures individuals have access to comprehensive data to make informed decisions about their education and career paths.
- Ensure that once approved, training providers submit regular updates of their data to ensure accuracy of upcoming training opportunities.

#### **Strategies and Tactics for Goals # 4:**

- Formulate a State Goal similar in nature to Hawai'i's clean energy goal. In 2008, and with consensus from industry leaders and energy advocates, State of Hawai'i formally adopted the Hawai'i Clean Energy Initiative creating the most ambitious and far-reaching plan in the country. We will carefully work to create an equally ambitious "Great" state goal that marries serious economic improvement with workforce development. This will require planning, consultation with all stakeholders, and an affirmation by Hawai'i's political leaders.
- Regular Coordinated meetings amongst the various stakeholders where organizations can share latest initiatives, provide data on current employment trends or opportunities to collaborate on projects, and a strong connection to Hawai'i's economic drivers.
- Create a working group or subcommittee to better understand the implications of workforce and economy disruptors including artificial intelligence (AI), automation, the growing segment of Hawai'i's population engaged in the gig economy, remote/hybrid work and the impacts of persons living in Hawai'i but working remotely.

#### **Strategies Related to Career Pathways**

##### **Hawai'i Strategic Partners**

Cross-agency collaboration and partnership building was -and is - a critical component in the development and refinement of Hawai'i'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 HDOE and UHCCs have created and utilized Pathway 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, Hawai'i has developed a model for creating and conducting Sector Strategy partnerships 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 Hawai'i and the Chamber of Commerce Hawai'i 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.

##### **Existing partners include:**

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

State Department of Human Services (Division of Vocational Rehabilitation) For more information: <http://humanservices.hawaii.gov/>

Hawai'i Department of Education ([www.mcsahawaii.org](http://www.mcsahawaii.org) (McKinley Community School for Adults) [www.wcsahawaii.org](http://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 Hawai'i 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 Hawai'i (For more information: <http://www.cochawaii.org/>

Society for Human Resource Management Hawai'i Chapter: For more information: <http://www.shrmhawaii.org/>

Enterprise Honolulu (Oahu Economic Development Board) For more information: <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/>

Hawai'i Island Economic Development Board: For more information: <http://www.hiedb.org/>

Hawai'i's P-20 Partnerships for Education: <http://www.p20hawaii.org>

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](https://www.hawaii.edu/offices/bor/sbcte/materials/201505210900/Item_3_Review_of_DOE)

[UHCCand\\_DPS\\_2015\\_Perkins\\_Basic\\_Grant\\_Annual\\_Plans.pdf](https://www.hawaii.edu/offices/bor/sbcte/materials/201505210900/Item_3_Review_of_DOE) (hawaii.edu)

Hawai'i 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/](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 Hawai'i Community Colleges has developed a website using LMI data from the Economic Modeling Specialist International. This is the same data source for the economic update reports provided to the WDC, county Workforce Development Boards and the WIOA Core Partners.

The website, "Hawai'i Career Explorer" is located at the following URL:

[https://uhcc.hawaii.edu/career\\_explorer/](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 Hawai'i. This award-winning site provides online interactivity and visualization of economic and workforce opportunities in Hawai'i. 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 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 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.

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.

[1] <https://www.cochawaii.org/sector-partnerships/>

[1] <https://www.cochawaii.org/sector-partnerships/>

[2]

<https://map.americanimmigrationcouncil.org/locations/hawaii/#:~:text=About%2018.3%20percent%20of%20the,local%20economy%20in%20many%20ways.>

### **II.B.2: Strategic Element: Assessment**

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

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 Hawai'i'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
<p><b>Vision</b> Hawai'i is fully committed to enhancing old and enabling new career pathways to living wage jobs, strong advancement opportunities, and the equitable upward mobility needed to build a 21st century, globally competitive, inclusive economy for all its residents.</p>	<ol style="list-style-type: none"> <li>1. Compile existing survey results from groups such as Chambers of commerce, Hawai'i Employers Council, and unions on shortages of competitively skilled workers and track improvements/decline over time.</li> <li>2. Develop a survey to measure employer satisfaction with job seekers and employee satisfaction with their jobs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Services offered by core and mandatory programs will be continuing to be revised to correct deficiencies and produce better outcomes.</li> </ol>
<p><b>Goal 1:</b> Tie Economic Development and Workforce Development efforts to address core issues like labor shortage, living wage, economic diversification, and jobs for the future.</p>	<ol style="list-style-type: none"> <li>1. Utilize board members to engage in the various industries and gain the pulse of the community, educational, and business needs.</li> <li>2. Assess the effectiveness of working groups in developing solutions to the challenges.</li> <li>3. Assess progress on coordinated approach on a quarterly basis and take corrective action as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consult end-users to determine whether coordinated efforts are working.</li> <li>2. Adjust improve.</li> <li>3. Collaborative meetings will drive and connect the partners to build an improved network of services and needs for the direct service providers.</li> </ol>
<p><b>Goal 2:</b> Build stronger bridges to Hawai'i's Educators.</p>	<p>Through standing coordinated partner meetings, areas of economic concerns, training, and overall workforce development, communication is continuous, and issues are appropriately addressed.</p>	<ol style="list-style-type: none"> <li>1. Consult end-users to determine whether coordinated efforts are working.</li> <li>2. Adjust improve.</li> <li>3. Collaborative meetings will drive and connect the partners to build an improved network of services.</li> </ol>

<p>Goal 3: Prioritize services to vulnerable populations with barriers to employment, particularly immigrants, veterans, and military spouses, and <u>specially</u> those on the neighbor islands.</p>	<p>Determine baseline participant counts and their educational and employment outcomes.</p> <p>At least annually compute the difference between the baseline and actual counts of participants served and their educational and employment outcomes.</p> <p>Survey case managers/ counselors, and participants to gauge levels of customer satisfaction.</p> <p>Promote and gain exposure <u>of</u> AJCs by reaching out to the hard-to-reach populations in the community and providing information on services available.</p> <p>Monitor systems which can track and gather data on the populations that have barriers to employment.</p> <p>Measure how effectively veterans are being provided priority of service through numbers of veterans served by core programs and numbers co-enrolled between JVSG and other programs.</p> <p>Track the flow of participants and services from different providers to the AJC and <u>vice-versa</u> to identify barriers and resolve them.</p>	<p>Use data acquired to evaluate outcomes relative to the number served and the complexity of barriers they face.</p> <p>Engage community partners and Local/State board members in finding solutions to problems.</p> <p>Provide or create different programs based on each community's needs.</p> <p>Use results to identify if there is <u>a need</u> for technical assistance to increase the number of veterans and other target groups served in core programs and identify barriers to a seamless flow of participants and services among different programs. Collectively address and resolve these barriers.</p>
<p>Goal 4: Align workforce development stakeholders including those in the public, private and philanthropic space.</p>	<p>Through standing coordinated partner meetings, matters of mutual concerns are brought up. Communication must be continuous, and issues are appropriately addressed.</p> <p>Consult stakeholders whether the coordinated efforts have resulted in more efficient use of their funds.</p>	<p>Based on reports from board members, programs will continue to be tweaked to provide support to the community, clients, and businesses.</p>

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, a Community Statewide Needs Assessment, and Consumer Satisfaction Survey to ensure effectiveness of services, and will collaborate with the State Department of Education to identify and direct

participants, including students with disabilities, to appropriate CTE, including registered apprenticeships and other career pathways.

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.

### III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State's strategy and the system-wide vision described in Section II(c) above.

Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

#### A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include—

##### 1. STATE BOARD FUNCTIONS

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

#### **III. A.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 Hawai'i
- 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. Most of the 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.

At its 2023 Strategic Plan retreat, the Council further defined its role:

- Advisor on critical policy issues
- Convenor of workforce development stakeholders on important issues
- Facilitator of workforce data analysis and trends
- Broker to bring partners together to help solve key issues
- Voice of workforce development
- Capacity builder to expand the State's ability to respond to workforce challenges.

### **Description of the WDC Organization:**

The Workforce Development Council (WDC) acts as the planning and policy advisor to the Governor on workforce development matters. According to the current Hawaii statute (HRS 202-5), it is housed within the Department of Labor and Industrial Relations (DLIR) for administrative purposes. Since 2021, the WDC has been housed under the Workforce Development Division at DLIR, and as such, WDD provides administrative oversight and governance, allocating resources and ensuring alignment with broader objectives of the Division.

The Executive Director (ED) of WDC is selected by the Council who has the statutory authority to hire and terminate the ED subject to the approval of the Director of Labor and Industrial Relations. 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 Hawai'i's Sunshine Laws and meet as necessary.

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 Standing Committees are:

- Employer Engagement Committee : The Committee seeks to engage employers as partners, and for this partnership to flourish, the needs of the employers should also be met. It advocates for organizational quality standards to build and sustain employer engagement
- Technology and Performance Management Committee (which also includes Financial management) - The Performance and Accountability committee evaluates the performance results of each local area and their service providers and makes recommendations on how to improve outcomes
- Sector Strategies and Career Pathways Committee: The goal of the Committee is to identify opportunities to grow sectors that cannot be adequately addressed by individual businesses. The Committee also seeks to align with partners (education, workforce programs, intermediaries) to leverage resources for the sectors identified as priority.
- Youth Services Committee: The Committee is primarily focused on helping young people achieve a secondary school diploma (or equivalent), entry into post-secondary education, and career readiness. Military and Veterans Affairs Committee: With defense work as one of the State's economic drivers, this Committee is tasked to forge alliances and advocate on behalf of the various branches of the military and their workforce. It also seeks to collaborate with other stakeholders to assist veteran, military spouses and their employment concerns.
- Special Projects Committee: From time to time, there are current and pertinent issues that arise which may not necessarily fall within the jurisdiction of any of the standing committees. The Special Projects Committee develops the tool kit to ensure that the Council can achieve the role it has set to do. For the next two years, the Special Projects Committee will be focused on three priority areas: a) Maui Recovery; b) Utilization of the American Jobs Centers; c) Legislative and Policy Development
- 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 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, WDC 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 written reports on the activities of the committee and the status of any projects and recommendations. The chairs of the LWDBs also

provide written reports on the activities and accomplishments of their boards and the status of required elements of their local workforce development systems and inform 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 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.

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 Hawai'i 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. In addition, according to WIOA federal mandates, it is tasked with the "development and continuous improvement of the workforce development system, including:"

- Identification of barriers and means for removing barriers to better coordinate, align, and avoid duplication among programs and activities;
- Development of strategies to support career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment, including individuals with disabilities, with workforce investment activities, education, and supportive services to enter or retain employment;
- Development of strategies to provide effective outreach to and improved access for individuals and employers who could benefit from workforce development system;
- Development and expansion of strategies to meet the needs of employers, workers, and job seekers particularly through industry or sector partnerships related to in-demand industry sectors and occupations;
- Identification of regions, including planning regions for the purposes of WIOA sec. 106(a), and the designation of local areas under WIOA sec. 106, after consultation with Local WDBs and chief elected officials;
- Development and continuous improvement of the one-stop delivery system in local areas, including providing *assistance* to Local WDBs, one-stop operators, one-stop partners, and providers. Such assistance includes *assistance* with planning and delivering services, including training and supportive services, to support effective delivery of services to workers, job seekers, and employers; and
- Development of strategies to support staff training and awareness across the workforce development system and its programs;

2. Development and updating of comprehensive State performance and accountability measures to assess core program effectiveness under WIOA sec. 116(b);



3. Identification and dissemination of information on best practices, including best practices for—

- The effective operation of one-stop centers, relating to the use of business outreach, partnerships, and service delivery strategies, including strategies for serving individuals with barriers to employment;
- The development of effective Local WDBs, which may include information on factors that contribute to enabling Local WDBs to exceed negotiated local levels of performance, sustain fiscal integrity, and achieve other measures of effectiveness; and
- the development of effective training programs that respond to real-time labor market analysis, that effectively use direct assessment and prior learning assessment to measure an individual's prior knowledge, skills, competencies, and experiences for adaptability, to support efficient placement into employment or career pathways;

4. The development and review of statewide policies affecting the coordinated provision of services through the State's one-stop delivery system described in WIOA sec. 121(e), including the development of—

- Objective criteria and procedures for use by Local WDBs in assessing the effectiveness, physical and programmatic accessibility and continuous improvement of one-stop centers. Where a Local WDB serves as the one-stop operator, the State WDB must use such criteria to assess and certify the one-stop center;
- Guidance for the allocation of one-stop center infrastructure funds under WIOA sec. 121(h); and
- Policies relating to the appropriate roles and contributions of entities carrying out one-stop partner programs within the one-stop delivery system, including approaches to facilitating equitable and efficient cost allocation in the system;

5. Development of strategies for technological improvements to facilitate access to, and improve the quality of services and activities provided through the one-stop delivery system, including such improvements to—

- Enhance digital literacy skills (as defined in sec. 202 of the Museum and Library Service Act, 20 U.S.C. 9101);
- Accelerate acquisition of skills and recognized postsecondary credentials by participants;
- Strengthen professional development of providers and workforce professionals; and
- Ensure technology is accessible to individuals with disabilities and individuals residing in remote areas;

6. Development of strategies for aligning technology and data systems across one-stop partner programs to enhance service delivery and improve efficiencies in reporting on performance accountability measures, including design implementation of common intake, data collection, case management information, and performance accountability measurement and reporting processes and the incorporation of local input into such design and implementation to improve coordination of services across one-stop partner programs;

7. Development of allocation formulas for the distribution of funds for employment and training activities for adults and youth workforce investment activities, to local areas as permitted under WIOA secs. 128(b)(3) and 133(b)(3);
8. Preparation of the annual reports described in paragraphs (1) and (2) of WIOA sec. 116(d);
9. Development of the statewide workforce and labor market information system described in sec. 15(e) of the Wagner-Peyser Act; and
10. Development of other policies that may promote statewide objectives for and enhance the performance of the workforce development system in the State.

**Second**, in a state capacity, the council is responsible for preparing and overseeing the unified state plan for workforce development in the State of Hawai'i, 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.

### **KAUAI OVERSIGHT**

In 2021, the County of Kauai's local board relinquished their role to the State Workforce Development Board with the understanding from the Chief Local Elected Official (CLEO) that they have representation and voting authority on the State WDB. To ensure services are provided under the WIOA, the CLEO has provided office space at no cost to DLIR to deliver services to Title I (Adult, Dislocated Worker, and Youth), Title III (Wagner-Peyser), SCESP, and other DOL-funded programs to serve under-served and under-represented and vulnerable populations.

A facilitated meeting is being planned for June 2024 which will gather various stakeholders to discuss the opportunities to strengthen the programmatic and fiscal oversight of Kauai. A training team from the US Department of Labor is expected to facilitate the discussion and agreements. The goal is to develop Memorandum of Understanding (MOU) documents amongst the various stakeholders to ensure roles and responsibilities are appropriately covered.

## **2. IMPLEMENTATION OF STATE STRATEGY**

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

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

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

### **Workforce Development Division**

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 Hawai'i 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 Hawai'i is typically a small state minimum allotment state, receiving the lowest funding level possible. Post-COVID-19, allotments rose in proportion to unemployment, which hit a modern high. The challenge has been to effectively use a current abundance of funds, while preparing for a future return to the smaller allotments once recovery is complete. 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, while using staff more efficiently.

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.

## **Adult Education**

The HIDOE will use a U.S. Department of Education, Office of Career, Technical and Adult Education, approved competitive four-year grant award process subject to renewal or continuation annually to fund AEFLA activities to support the implementation of the State's strategies.

82.5% of AEFLA funds received by the HIDOE will be awarded to provide adult education services as required by 29 USC §3302. *State distribution of funds; matching requirement.* Up to 20% of the 82.5% of AEFLA funds will be awarded for Corrections Education according to 34 CFR § 463.61 *How does the eligible agency award funds to eligible providers under the program for Corrections Education and Education of other Institutionalized Individuals?* An award to provide an Integrated English Literacy and Civics Education program will be determined by the amount specified in the Hawaii AEFLA grant award notification from the U.S. Department of Education for the program year the award is made.

Adult education services include:

- Adult Basic Education - The Adult Basic Education (ABE) program provides students with basic skills in English language arts and mathematics.
- Adult Secondary Education - The Adult Secondary Education (ASE) program provides a curriculum that enables adults to attain a high school diploma (HSD) or a high school equivalency (HSE) certificate.
- English Language Acquisition - The English Language Acquisition (ELA) program prepares adult learners to speak, read, and write English fluently.

- English Literacy and Civics Education - ELCE activities include:
  - Instructional activities that integrate civics education content with existing ELA courses.
  - Citizenship Preparation courses that use ELA methodologies and citizenship preparation material to prepare learners to take and pass the U.S. Citizenship and Immigration Services oral and written citizenship tests.
- Integrated English Literacy and Civics Education - The Integrated English Literacy and Civics Education (IELCE) program, is 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; and integrate with the local workforce development system.
- Integrated Education and Training - Is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Corrections Education - Corrections education services serve felony offenders in all jails and prisons in Hawaii and include academic programs for adult education and literacy activities.

Activities will be aligned across the core programs and State Plan partner programs through local provider requirements included in the AEFLA competitive grant application to provide adult education services. Applicants selected to receive AEFLA funds must address the following requirements to align activities across core and partner programs.

- Alignment with Hawaii Workforce Development Board Plans
- American Job Center Hawaii (One-Stop) Responsibilities
- Alignment with the Hawaii State WIOA Plan
- Aligning of College and Career Readiness Standards
- Aligning of English Language Proficiency Standards for English Learners
- Serving individuals with Barriers to Employment

Addressing the Considerations in 34 CFR 463.20 (d) *In awarding grants or contracts for adult education and literacy activities to eligible providers, the eligible agency must consider the following*

### **Division of Vocational Rehabilitation**

DVR provides training on the VR program to core and community partners, including the VR process, eligibility, and VR services provided to eligible persons with disabilities to prepare for, obtain, maintain, regain, and advance in employment. Other training offerings include, but are not limited to:

1. Disability awareness
2. Working with persons who are Deaf or Hard of Hearing
3. Working with persons who are Blind or Visually Impaired

4. Job Accommodation Network
5. Assistive technology
6. Consultation on the ADA and reasonable accommodations

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

DVR offers training programs to businesses and has created trainings that may be adjusted based on the needs of the participants. The standard training modules :

1. Business as a Customer of the VR Program
2. Disability Awareness
3. Working with Series: people who are Deaf or Hard of Hearing, people who Blind or Visually Impaired, and people with Mental Illness
4. Job Accommodation Network
5. Assistive Technology
6. Consultation on ADA, Accessibility, and Section 503

DVR has established procedures and conducts training for the referral process to DVR by the AJC and other workforce partners. DVR participates in cross-training and collaboration with all partners in order to understand eligibility requirements so appropriate referrals can be made in an efficient manner between DVR and the AJC. DVR collaborates with partners for comparable services and benefits to avoid duplication of services. Resource sharing and co-enrollment across programs ensure that job seekers get support from community programs. While some collaboration involves MOAs or MOUs with community partners, others are based on sharing program knowledge, resources, and commitment to serving our populations.

1. Partner Meetings are attended every quarter.
2. Direct focus workgroup meetings are attended every month.
3. 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 pathway systems in-demand industries. 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.

DVR has collaborated with the University of Hawaii Community College System to promote apprenticeship programs in the high schools. Classroom instruction is coupled with internships in growth industries such as healthcare and food service. Students can continue their apprenticeship at a post-secondary level after exiting high school. Apprenticeship programs are also available to adults with an entry point through the community colleges.

DVR created and participates in cross-functional teams addressing employer demand for jobs and support relative to each county. In addition to core partners, members include other supporting agencies and businesses.

1. Business Engagement: All populations, including underserved
2. Hawaii Employment First Task Force: Disability initiatives
3. Disability: In—Employer-led disability inclusion focus
4. Recruitment Fairs: Coordination with employers and participation in logistics and meeting other needs.

## B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

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

### **Workforce Development Division (WDD)**

The WDD is the state office that administers the apprenticeship program on behalf of the DLIR as the State Apprenticeship Agency that is recognized by USDOL, Office of Apprenticeship to register apprenticeship programs and apprentices for federal purposes. WDD reviews proposals for new apprenticeship programs and proposed modifications of existing apprenticeship programs, processes apprenticeship transactions pertaining to registration, cancellation, and completion of apprentices, conducts compliance reviews, and quality assurance assessments on registered programs, and provides technical assistance to sponsors in the administration of their programs. WDD also provides support to the State Apprenticeship Council which is an advisory body to the DLIR Director on matters pertaining to apprenticeship.

On an on-going basis, recruitment notices of apprenticeship sponsors are posted on HireNet Hawai'i and the WDD Apprenticeship website for information to the public, particularly job seekers. These recruitment notices are also forwarded by WDD Administration to the AJCs, where recruitment will take place, and to Adult Education and VR State Offices for dissemination. The minimum qualifications of the apprenticeship programs are posted on the WDD site with contact information for each apprenticeship program. Those interested in apprenticeships are advised by the AJCs to apply and are referred to the sponsor. AJC's also assist applicants by providing training to help them meet the minimum qualifications of the programs. This includes remedial education offered by WIOA under Title II and/or Adult Education.

As required by WIOA, program sponsors are informed that registered apprenticeship programs are automatically eligible to be included in the Eligible Provider List. The ETP list is posted on the WDC website.

All DVOPs and LVER under JVSG are located in the Oahu AJC where the majority of veterans reside. However, JVSG services are provided statewide, mainly through online meetings or email

and with occasional in person visits to serve veterans on other islands. The integration of JVSG with other AJC services is described in the Oahu One-Stop Memorandum of Understanding and Infrastructure Funding Agreement. Co-enrollments between participants of JVSG and other programs such as WIOA are encouraged to provide wrap-around services such as training, internships, and supportive services for maximum benefit to veterans and other eligible groups.

### **Division of Vocational Rehabilitation (DVR)**

DVR assists VR participants by providing services and supports included in the Individualized Plan for Employment (IPE). The IPE lists all services required for a VR participant to prepare for, obtain, maintain, regain, and/or advance in the employment of their informed choice. If a required service is identified after the initial IPE is completed, the VR participant and VR counselor can jointly agree to amend the IPE to include any newly identified services necessary to prepare for, obtain, maintain, regain and/or advance in employment. DVR and its core partners are working on a Memorandum of Agreement (MOA) which details the responsibilities of each partner, which will help in the management of, and avoid duplication of, services. If services are available to a VR participant through the AJC or other partners, DVR would have minimal involvement beyond coordination.

### **Funding Stream Mapping**

In 2018, the WDC and the Hawai'i P-20 Partnership for Education (State CTE office) identified all the public sources of state and federal program funds for workforce development in Hawai'i. 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 Hawai'i.

Note that the information contained in this document is already dated and may no longer be accurate. An initiative to update the funding stream mapping is currently underway.

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

Additionally, the Hawai'i P-20 Partnerships for Education (State CTE Office) 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, Hawai'i P-20 Partnerships for Education (State CTE Office) 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 Hawai'i's Career Pathway System are delivered by the Hawai'i Department of Education (HIDOE) and the University of Hawai'i Community Colleges System (UHCCS).

Various programs of study are offered in HIDOE schools (<https://www.hawaiipublicschools.org/>) 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.

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

Broadly, Hawai'i'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 Hawai'i P-20 Partnerships for Education (State CTE Office) has worked as a partner in the Hawai'i 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 Hawai'i 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 resilience 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 an opportunity to explore development of a Hawai'i-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 these new career pathways, revision of the program and course standards to be more purposefully aligned to the Hawai'i context and conditions, and/or creation of new programs or integration of content across programs (e.g., entrepreneurship).

### **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, twenty-seven of the state's forty-three (43) 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 Hawai'i Foundation for Education (the non-profit arm of the Hawai'i 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. Hawai'i P-20 has funded a full-time position within its staff to increase work-based learning opportunities, including the clients of the state's AJCs.

The UH is working closely with the Economic Development Alliance of Hawai'i on the requisite Labor Market Information (LMI) for the CEDS process and report. This ensures a unified understanding of economic and workforce priorities between Hawai'i'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 composed 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 Hawai'i's skilled labor force. 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 Hawai'i'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

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

The Hawaii Department of Labor and Industrial Relations (DLIR) has created an online service called the Hawaii Career Acceleration Navigator (HICAN) to assist individuals facing employment challenges. The State of Hawaii partnered with the National Governors Association Workforce Innovation Network on this project. HICAN serves as a digital one-stop shop for DLIR services to all Hawaii residents. It provides linkages to coordinated resources such as career exploration and unemployment insurance requirements, as well as relevant State-provided social services such as food, medical, and cash assistance to support jobseekers in transitioning into livable wage careers. Links to trainings (including those from current Title II providers) via the Eligible Training Provider List (ETPL) will be embedded within HICAN.

The steering committee for the HICAN project included representatives from DVR, which administers Title IV and is interested in ensuring accessibility for persons with disabilities. All core partners were involved in discussions regarding user testing. DLIR continues to provide updated information to all partners regarding system updates and additional modules. The software is designed to cater to the specific needs of individuals who face barriers to employment. This is primarily done through referral information and data sharing among state partner agencies. Any customer service questions from users are directed to WDD staff for resolution.

Jobseekers who are participants in Jobs for Veterans State Grants (JVSG) or other programs have the option of using HICAN to enhance their job search and access social services. HICAN is a supplemental service beyond HireNet Hawaii, which is the common database used for jobseekers being served by federally funded employment and training programs delivered in Hawaii AJCs. Data in HireNet Hawaii are used to help manage JVSG, Wagner-Peyser, WIOA, TAA, and other programs. As JVSG is a federally required partner in the AJC, JVSG participants have access to other services offered in the AJC if they are eligible for and can benefit from these services.

#### D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of

industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

The Plan prioritizes the development of comprehensive services effectively functioning at the AJCs.

Dedicated outreach to employers would be phased in and 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 Hawai'i's workforce. The Local Veteran Employment Representative is a member of these teams. 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, including referrals to relevant community and support services.
3. Involvement of businesses by becoming sincerely receptive to their input and valuing their involvement.
4. Advocacy by businesspeople 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:

- 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.
- 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.

- 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 continuing from 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.

#### E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS AND OTHER EDUCATION AND TRAINING PROVIDERS.

Describe how the State's Strategies will engage the State's community colleges, adult education providers, area career and technical education schools, providers on the State's eligible training provider list, and other education and training providers, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv). Include how the State's strategies will enable the State to leverage other Federal, State, and local investments to enhance access to workforce development programs at these institutions.

##### *Education Partners*

- University of Hawaii Community Colleges
- University of Hawaii Centers for Disability Studies (UH CDS)
- 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 University
- National Technical Institute for the Deaf (Rochester)
- Hawaii Pacific University

- ETP List

DVR offers a Vocational and Work Adjustment Training program. The program is designed for students with disabilities aged 14 to 21 who are eligible or potentially eligible for VR services. Its primary objective is to provide work experience in an integrated setting while the students are still in school.

DVR offers Postsecondary Supports Project (PSP) services to DVR participants who are attending or planning to attend postsecondary education in the University of Hawaii system. The PSP is contracted through UH CDS, and assists students with navigating college expectations, preparing for college, financial resources, strategies for success, self-awareness, self-regulation, self-efficacy, self-advocacy, problem-solving, decision-making, and goal setting. PSP students can also participate in a 4-day, 3-night college experience on the Manoa campus to learn workplace readiness skills and strategies.

DVR offers Benefits Planning services contracted through UH CDS. The Benefits planning program provides information and training for students with disabilities, including work incentives, asset development and financial literacy.

DVR works with Adult Education and community colleges to develop career pathways, including Pre-ETS with work-based learning experiences for VR students between the ages of 14 and 21. DVR works with Adult Education to provide career pathways for VR participants, which include remedial reading and math classes, Pre-ETS, and paid or unpaid work experience for those participants who desire to enter directly into the labor force.

DVR participants will be dually enrolled in Title 1 programs to leverage tuition costs and other related supportive services and thereby reduce the financial burden to participants.

## F. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

Registered apprenticeship offers a variety of training programs in different trades/occupations in construction and non-traditional occupations. While most apprenticeship programs in Hawaii pertain to construction trades, more programs are developed in non-construction trades such as health care, informational technology, and hospitality. The expansion of registered apprenticeship in non-traditional occupations offers students and job seekers a wider option to choose the trade/occupation that fits them. In partnership with sponsors of non-construction programs, more employment opportunities will be available for Hawaii's workforce. These sponsors include Lanakila Pacific, which has a registered apprenticeship program for Grounds Maintenance Worker and CVS for Pharmacy Technician.

Some apprenticeship programs offer pre-apprenticeship training to students and job seekers to prepare them to enter and succeed in the program. Upon completion of the apprenticeship program, apprentices receive a Certificate of Completion issued by the Department of Labor and Industrial Relations (DLIR) which is a nationally recognized, portable credential that can also be used to apply for college credit.

Apprenticeship programs that are competency-based or hybrid offer opportunities for apprenticeships to earn interim credentials for attainment of skills or competencies for recognized components of the occupation.

DVR assists VR participants with services listed in their Individualized Plans for Employment (IPEs). The IPE includes all services a qualified individual needs to prepare for, obtain, maintain, regain, or advance in the employment of their informed choice.

DVR collaborates with Adult Education, the Workforce Development programs in the University of Hawaii community colleges, the AJCs, and the Hawaii Department of Labor and Industrial Relations' Workforce Development Division (WDD) to improve access to postsecondary credentials for individuals with disabilities.

The AJCs, WDD, and other partners will continue to work together to identify employer needs in each county. DVR will then meet with employers to determine the work skills and training required for employment in their businesses, including positions beyond the entry level. DVR will provide support for VR participants in postsecondary training.

DVR will work with Adult Education to develop customized postsecondary as needed. Vocational and other training services may include personal and vocational adjustment training, books, supplies, tools, and other supports. However, 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 the division and the individual have made maximum efforts to secure grant assistance in whole or in part from other sources to pay for such training.

#### G. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

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

We hope to tap into the expertise of these representatives to collaborate even as we seek to refocus the purview of the WDC Technology and Performance Management Committee. In June 2024, technical assistance will be forthcoming from the US Department of Labor as it will train the Committee on its role and responsibilities.

In the past, the WDC Data Management and Technology Committee researched, evaluated, and organized 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 resulted in coherent and consistent LMI forecast for partners agencies of the WDC.

There are new developments in the horizon which may re-create these synergies once again since the Research and Statistics office is in the process of being restored under DLIR.

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 will soon announce the hiring of a Director of Workforce Development who will support the work of the seven campuses and the state CTE office.

DVR will pay the expenses of Vocational Rehabilitation Services offered to all qualifying VR participants with disabilities. DVR is collaborating with core partners to establish three entry points (Adult Education, VR, and WDD) from which individuals can access the services.

DVR can pay for services listed on VR participants' Individualized Plans for Employment (IPEs). All services on the IPE are required for participants to prepare for, obtain, maintain, regain or advance in competitive, integrated employment. All allowable and necessary training costs can be paid with VR basic support grant funds. If a public entity other than DVR is obligated under federal or state law or is assigned responsibility under state policy or an interagency agreement established under this section, to provide or pay for any services that are VR services, then that public entity must fulfill its obligation. This can be done by the terms of the interagency agreement, paying for the service directly or by contract or other arrangement.

## B. STATE OPERATING SYSTEMS AND POLICIES

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in section **II Strategic Elements**. This includes—

### 1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE MANAGEMENT SYSTEMS, JOB BANKS, ETC.).

Hawai'i's Workforce Development System uses a standardized record data collection by means of a Virtual One-Stop (VOS) called "HireNet Hawai'i" (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 in the system is limited to such persons authorized by WDC and WDD who have legitimate need. Information contained in HireNet Hawai'i is used only for the purposes intended.

The HireNet Hawai'i system provides core employment services to individuals via the internet. Job seekers can create and post their resumes on-line, find available jobs in Hawai'i, assess their skills, get career information, review the latest labor market data, and locate suitable training.

Individuals applying for unemployment must register on HireNet Hawai'i 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 Hawai'i 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 Hawai'i's Workforce Infonet (<https://www.hiwi.org>) is one of the required deliverables of Hawai'i'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 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 Hawai'i 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, in addition to publications, users can download the latest data tables.

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

The HDOE 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 functionalities that meet the WIOA reporting requirements defined in 29 USC §3141 Performance accountability system.

LACES functionalities.

- Captures program demographic information.
- Captures program participant enrollment, completion, and academic progress in



- Adult Basic Education
- Adult Secondary Education
- English Language Acquisition
- Integrated Education and Training
- Family Literacy
- Distance Learning
- Integrated English Literacy and Civics Education
- Corrections Education
- Creates reports for the National Reporting System (NRS) for Adult Education, an outcome-based reporting system for the State-administered, federally-funded adult education program.

The Hawaii Division of Vocational Rehabilitation (DVR) utilizes a database and case management system to aid in career planning for individuals with disabilities across the state. DVR uses the Aware case management system to fulfill federal reporting requirements under Title IV for the Department of Education, Rehabilitation Services Administration.

Aware, known as AKAMAI-Aware in DVR, is a commercial, off-the-shelf, web-based automated case management system which is used for vocational rehabilitation. The system is hosted by Alliance Enterprises, Inc. AKAMAI-Aware manages different case types, such as Vocational Rehabilitation and Older Blind; tracks efficiency and costs and assists with all federal Rehabilitation Services Administration (RSA) data management and reporting requirements.

**2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (FOR EXAMPLE. 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 AND ANY ADDITIONAL GUIDANCE FOR ONE-STOP PARTNER CONTRIBUTIONS.**

- The Hawai'i's Workforce Infonet (HIWI, <https://www.hiwi.org>) is one of the required deliverables of Hawai'i'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, 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.

Hawai'i'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.

The HDOE 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 functionalities that meet the WIOA reporting requirements defined in 29 USC §3141 Performance accountability system.

- Captures program demographic information.
- Captures program participant enrollment, completion, and academic progress in:
  - Adult Basic Education
  - Adult Secondary Education
  - English Language Acquisition
  - Integrated Education and Training
  - Family Literacy
  - Distance Learning
  - Integrated English Literacy and Civics Education
  - Corrections Education
- Creates reports for the National Reporting System (NRS) for Adult Education, an outcome-based reporting system for the State-administered, federally-funded adult education program.

Hawai'i 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 Hawai'i 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 State is continuing to develop co-enrollment policies and procedures to ensure participants from all four programs receive the optimal services to support their training leading to employment in competitive, integrated high-demand industries, including registered apprenticeships and career pathways that lead to sustainable employment outcomes with livable wages and supports as needed. Additional technical assistance is needed to fulfill this requirement.

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)
- Jobs for Veterans State Grant (JVSG)

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. This project was 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, exiters, 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 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, 2022) and location (e.g., a specific LWBD or Office).

Every quarter, the WDD MIS 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 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 records of applicants, registrants, eligible applicants/registrants, participants, exiter, 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 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 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.

A. DVR's "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>.

B. In addition to responsibilities outlined in the MOA, DVR's contribution to the AJCs includes consultation and training in the areas of disability and employment.

### 3. STATE PROGRAM AND STATE BOARD OVERVIEW

#### A. STATE AGENCY ORGANIZATION

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

##### **Workforce Development Division, DLIR**

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 Hawai'i: Hilo Office
- County of Maui: Kahului Office
- City and County of Honolulu: Dole Cannery Office
- County of Kauai: Lihue Office

The Hawai'i 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: Department of Budget and Fiscal Services

Hawai'i: Office of Research and Development

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.

##### **State Workforce Development Council**

Pursuant to Hawaii Revised Statutes 202-5, the Workforce Development Council is placed within the Department of Labor and Industrial Relations for administrative purposes and shall act in an advisory capacity to the governor.

The Council consists of 41 members. It is considered one of the largest boards in the State. Members representing the private sector, labor, and workforce organizations are appointed by the Governor to voluntarily serve not more than 8 consecutive years. A majority of 41 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 while another represents a joint labor/management apprenticeship program.

WIOA partners are represented on the Council: 1) The Department of Education Superintendent represents Title 2, and has appointed the Educational Director of Curriculum and Innovation

Branch as his designee. The Educational Director oversees the Office of Adult Education and has supervision of its programs ; the Director of the Department of Labor and Industrial Relations represents Title 1 and Title 3; while the Administrator of the Office of Vocational Rehabilitation under the Department of Human Services, who represents Title 4 , has been appointed with one full vote to serve on the state board as of September 25, 2020.

In addition, the Governor, all four county Mayors (Kauai, Big Island, Honolulu City and County, and Maui County) have seats on the WDC as well as the President of the University of Hawai'i and two members of the Legislature who are appointed by the Senate President and Speaker of the House, respectively.

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.

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.

As of January 2, 2024, there are three private sector vacancies and three vacancies from the labor sector. The goal is to fill these spots as soon as possible. As it is, we are stymied by the fact that Hawaii has a part-time legislature and members may be appointed during the interim period and confirmed by the Senate during the following legislative session. We recognize that the process needs to be finessed so it can be more efficient. We hope to have a full board before the end of the year.

**Board Composition**

Private Sector Members (Majority of the Board)/ Is composed of private sector organizations and local workforce development board chairs	21
Representing Private Sector Organizations	17
Representing Local Workforce Development Boards (Private Sector)	4
Labor and Workforce Members (20% of the Board)	7
Representing a Native Hawaiian Organization	1
Governor	1
Legislator from each chamber	2
Mayors of Hawai'i's four counties (local areas)	4
Other Ex-officio Members:	5
WIOA Partners: Division of Vocational	

Private Sector Members (Majority of the Board)/ Is composed of private sector organizations and local workforce development board chairs	21
Rehabilitation Administrator (Title 4), Superintendent of Schools (Adult Ed) (Title 2), Director of Labor and Industrial Relations (Title 1 and 3).  Other partners: University of Hawaii President, Director of Business, Economic Development and Tourism.	
Total	41

**Roster of WDC Members:**

Last Name	First Name	Position	Organizational Affiliation
1. Loui	Ken	Vice President	Pacific Marine  (Private Sector)
2. Bermudez	Manu	Vice President, Human Resources	Hawaii Gas Company  (Private Sector)
3. Brand	Jason	President	Brand Industrial Group  (Private Sector)
4. Caldwell	Eileen	Director of Human Resources	Marriott Hawaii and French Polynesia  (Private Sector)
5. Cross	Cheryl	President and Principal Owner	C.A. Cross and Associates, LLC  (Private Sector and Small Business)
6. DeMello	Keith	Senior Vice President, Communications and External Affairs	Ulupono Initiative  (Private Sector)
7. Fukumoto	Rona	President and CEO	Lanakila Pacific  (Private Sector)

Last Name	First Name	Position	Organizational Affiliation
8. Ihori	Shelli	Associate Director, Workforce Development	Hawai'i Pacific Health (Private Sector)
9. Kanehira	Derek	Senior Vice President, Human Resources	Alexander and Baldwin (Private Sector)
10. Knox	Sean	President	Hawai'i Employment Services Inc. (Private Sector)
11. Lietzke	Robert	Vice-President, Indo-Pacific Region	Booz Allen Hamilton (Private Sector)
12. Malone	Trang	Workforce Initiatives Manager	CVS Health (Private Sector)
13. Miyashiro	Cary	President	Quad Solutions (Private Sector and Small Business)
14. Ueoka	Kelly	President	Pacxa (Private Sector)
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 (Private Sector)
19. Chang	Jason	Board Chair/President	Oahu Workforce Development Board/Queen's Medical Center (Private Sector)
20. Guardascione	Rosella	Board Chair	Hawai'i County Workforce



Last Name	First Name	Position	Organizational Affiliation
			Development Board (Private Sector)
21. Wilkins	Leslie	Board Chair/President	Mauai County Workforce Development Board/Mauai Economic Development Board (Private Sector)
22. VACANT		Pending Governor's Appointment	(Labor sector)
23. Collins	Scott	Hawai'i island Division Chief	Hawai'i Government Employees Association (HGEA) (Labor sector)
24. Dizon	Dion	Business Representative	IBEW Local 1186 (Labor sector) Joint labor/management apprenticeship program
25. Kurokawa	Carla	Manager, Employment and Training	Alu Like, Inc. / Native Hawaiian workforce entity (labor sector)
26. Scanlan	Tui	President	International Association of Stage and Theater Employees (IASTE) Mixed Local 665 (Labor sector)
27. Woo	Lorna	Director, Government Affairs	International Union of Painters and Allied Trades, District Council 50 (Labor sector)
28. Vacant*		Pending Governor's Appointment	(Labor sector)
29. Vacant*		Pending Governor's Appointment	(Labor sector)

Last Name	First Name	Position	Organizational Affiliation
30. Garrett	Andrew	Representative	State House of Representatives
31. Chang	Stanley	Senator	Hawai'i State Senate
32. Bissen Designee: Luana Mahi	Richard	Mayor	County of Maui
33. Blangiardi Designee: Andy Kawano	Rick	Mayor	City & County of Honolulu
34. Kawakami Designee: Nalani Brun	Derek	Mayor	County of Kauai
35. Roth Designee: Doug Adams	Mitch	Mayor	County of Hawai'i
36. Green, M.D. Designee: Blake Oshiro	Joshua	Governor	State of Hawai'i
37. Dias	Lea	Administrator	Division of Vocational Rehabilitation, Dept. of Human Services
38. Butay Designee: David Rodriquez	Jade	Director	Dept. of Labor and Industrial Relations
39. Hayashi Designee: Winston Sakurai	Keith	Superintendent	Department of Education (DOE)
40. Lassner Designee: Della Teraoka	David	President	University of Hawai'i System

Last Name	First Name	Position	Organizational Affiliation
41. Tokioka Designee: Dane Wicker	James	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.

## **Title II (Adult Education) Organizational Description**

The Hawaii State Department of Education (HIDOE) is the eligible agency for the Adult Education Family Literacy Act (AEFLA) grant funds, Title II of the Workforce Innovation and Opportunity Act (WIOA) for Hawaii. The state director for adult education is responsible for administering funds and providing oversight to grantees and is located in the Office of Curriculum and Instructional Design (OCID).

The state director for adult education is the superintendent’s designee to the State Workforce Development Council and only represents the AEFLA Title II program. There is no representation on the State Workforce Development Council for the HIDOE K-12 agency.

The HIDOE’s organizational structure consists of the Hawaii State Board of Education as the governing authority, the superintendent as the chief executive officer for the HIDOE, and three deputy superintendents who oversee seven state office assistant superintendents and 15 school complex area superintendents. Complex areas are organized geographically by a high school and the middle and elementary schools that feed into that high school.

The deputy superintendent of academics oversees the assistant superintendent of OCID, where the state director for adult education is located.

HIDOE Organizational Structure:

- Hawaii State Board of Education
- Superintendent
- Deputy Superintendent of Academics
- Assistant Superintendent – Office of Curriculum and Instructional Design
- Director – Curriculum Innovation Branch/State Director of Adult Education
- Section Administrator – Career Readiness Section
- Educational Specialist Community Education - AEFLA Title II WIOA

Adult education and literacy activities, integrated English literacy and civics education, and corrections education are provided statewide by local providers through grants awarded by a competitive process following 34 CFR 463 Subpart C requirements.

## **Department of Human Services Organizational Description**

DHS is divided into the following divisions which report to the Director and Deputy Director:

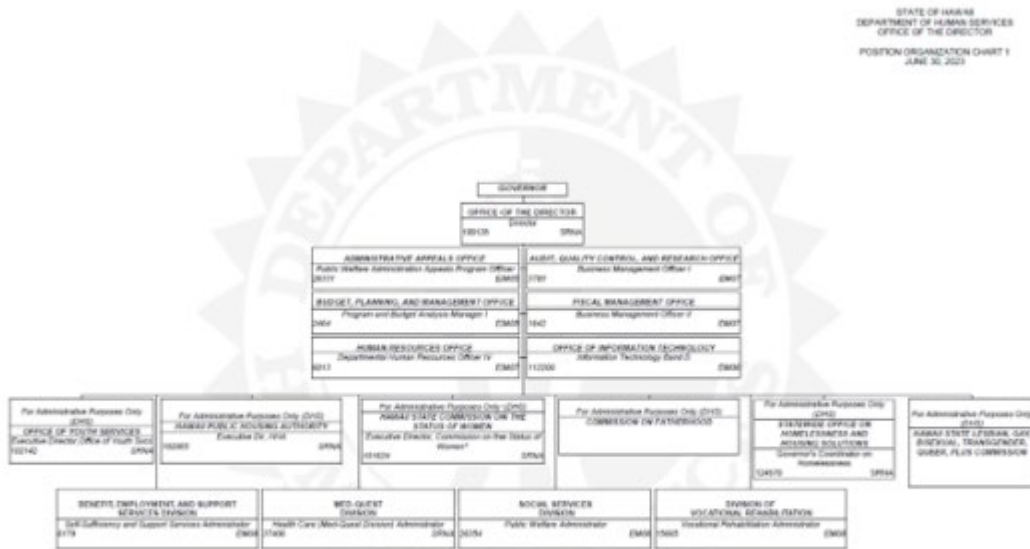
Social Services (SSD) which provides protection from abuse and neglect for children and dependent adults.

Benefit, Employment and Support Services (BESSD) which includes Temporary Assistance for Needy Families and SNAP.

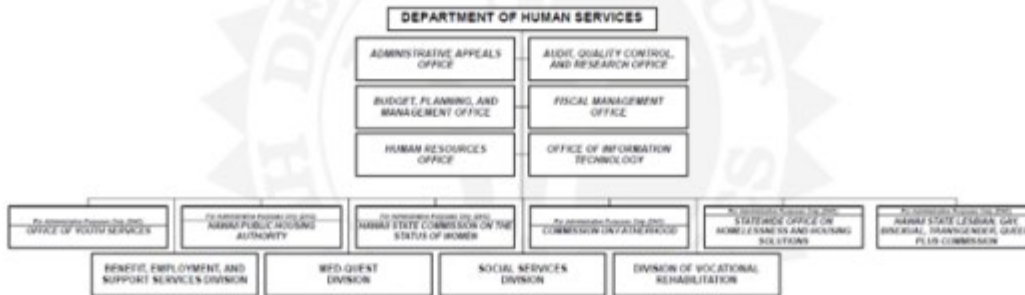
Med-Quest helps low-income adults and children obtain health coverage.

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.



1



### Trade Adjustment Assistance Program

The Trade Adjustment Assistance (TAA) program is administered by the WDD using State merit staff. While the program is in termination status as of July 1, 2022, under Section 285(a) of the Trade Act of 1974, no new petitions are being processed. Benefits to affected workers are still available, however, under a 2023 allocation to WDD for workers under previously approved petitions. Standard procedure would allow for the TAA staff to work 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 program to ensure affected workers are dually enrolled in the WIOA Program.

### Jobs for Veterans State Grant

Jobs for Veterans State Grant (JVSG) is administered by WDD and staffed by its employees. From the triage at intake, whether it is performed electronically, in-person, or by phone, eligible veterans, and other covered persons with self-identified significant barriers to employment are flagged and referred by non-JVSG staff to the JVSG Disabled Veteran Outreach Program (DVOP) Specialists for services. On behalf of all veterans, the Local Veteran Employment Representative (LVER) engages with employers to promote hiring of veterans, is an active member of AJC business service teams, assists with or coordinates AJC job fairs prioritizing veterans seeking jobs, trains AJC staff about priority of service and value of veterans in the workforce, assists with job development for DVOP clients and other veterans, conducts various job search workshops with employers, and establishes job search groups of veterans seeking employment.

DVOPs serve eligible veterans and other covered persons on other islands in collaboration with the applicable AJC primarily through AJC referrals. Meetings between DVOPs and eligible persons are conducted electronically and through periodic in-person appointments.

DVOPs work with individual staff members of WIOA Title I and other funding sources to access training, supportive services, internships, and other services through co-enrollment of JVSG clients in the applicable program.

The LVER is available to assist other AJCs and offers the same services provided on Oahu. JVSG staff regularly participate in AJC meetings and training sessions.

## B. STATE BOARD

Provide a description of the State Board activities that will assist State Board members and staff in carrying out State Board functions effectively. Also, provide a membership roster for the State Board consistent with 20 CFR 679.110-120, including members' organizational affiliations and position titles.

### State Board Activities

The Governor signed Act 57 (6/6/2016), resulting from HB 2362, which legislatively authorized the WIOA compliant Workforce Development Council, with 41 members. Act 57 aligns the purpose, objectives, roles, and responsibilities of the Council with the requirements of WIOA.

(HB2362: [http://www.capitol.hawaii.gov/session2016/bills/HB2362\\_CD1\\_.pdf](http://www.capitol.hawaii.gov/session2016/bills/HB2362_CD1_.pdf))

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 a strategic planning session in September 2023. The Council's "Strategic Plan 2024-2026" can be found on the WDC website.

The Strategic Plan identifies the board's Vision, Mission, Values, and Practices

The plan also identifies strategic priorities, goals and objectives, next steps, and the work of the committees.

There are seven WDC Committees:

- Employer Engagement Committee
- Technology and Performance Management Committee
- Sector Strategies and Career Pathways
- Youth Services
- Military and Veterans Affairs
- Special Projects
- Executive Committee

## 4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

### A. ASSESSMENT OF CORE AND ONE-STOP PROGRAM PARTNER PROGRAMS.

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. Describe how other one-stop

delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

### **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 Hawai'i 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 Financial 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 and Financial Accountability 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 WDD is mandated to review quarterly expenditures of the Title I programs to determine the status of each program's spending during the program year. WDD 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 to achieve the negotiated performance rates. Based on WDD's quarterly reviews, additional staff training may be necessary to ensure that the Title I programs 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 all conflicts of interest.

DVR, under Title IV common performance measures, reports progress on negotiated rates quarterly to RSA. DVR's goal is to meet or exceed the negotiated levels of performance measures in accordance to Section 116 of WIOA as referenced in DVR's Appendix 1 referred to as Performance Goals of Vocational Rehabilitation Program. DVR reviews and evaluates internal progress monthly, and annually prepares forecasts in order to fulfill required outcomes. These reviews provide DVR with opportunities for continuous improvement in serving the community needs.

### **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 2, WIOA-Bulletin-13-16-Change-2.pdf ([hawaii.gov](http://hawaii.gov))

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 2023. 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.

## B. PREVIOUS ASSESSMENT RESULTS

For each four-year state plan and state plan modification, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle), in accordance with methods described in 4(A). Describe how the State is adapting its strategies based on these assessments.

### A. PREVIOUS ASSESSMENT RESULTS

#### *Title I-Adult, Dislocated 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 2021 and PY 2022 for WIOA Title I participants. The calculated “performance” scores are the ratio of actual to target shown for each program year.

All measures were met by the programs in PY 21 and PY 22 except for Credential Attainment. Training of partners and providers on best methods of collecting data for Measurable Skill Gains will result in improvement in that measure. Analysis will identify in-demand training programs with a coordinated revamp of the ETPL website will make consumer choice data more accessible, aiding more robust performance for the Credential Attainment measure, which once improved will likely lift Employment Rates and Median Earnings in coming years.

Evaluation is planned to investigate the specific cultural attitudes and economic factors that may limit participation in education and training, with recommendations on how to improve it to be sought.

*Table 2.1. Statewide Adult Program Performance Levels, PY 2021 and 2022*

Adult	PY 21 Target	PY 21 Actual	PY 21 Ratio	PY 22 Target	PY 22 Actual	PY 22 Ratio
<b>Employment Rate, Q2</b>	<b>55.0%</b>	<b>63.3%</b>	<b>115.1%</b>	<b>60.0%</b>	<b>76.3%</b>	<b>127.2%</b>
<b>Employment Rate, Q4</b>	<b>64.0%</b>	<b>60.6%</b>	<b>94.7%</b>	<b>65.0%</b>	<b>77.3%</b>	<b>118.9%</b>
<b>Median Earnings</b>	<b>\$5,450</b>	<b>\$7,123</b>	<b>130.7%</b>	<b>\$6,800</b>	<b>\$7,385</b>	<b>108.6%</b>
<b>Credential Rate</b>	<b>65.0%</b>	<b>44.6%</b>	<b>68.6%</b>	<b>58.0%</b>	<b>36.7%</b>	<b>63.3%</b>
<b>Measurable Skill Gains</b>	<b>50.0%</b>	<b>48.5%</b>	<b>97.0%</b>	<b>55.0%</b>	<b>65.6%</b>	<b>119.3%</b>

*Table 2.2. Statewide Dislocated Worker Program Performance Levels, PY 2021 and 2022*

Dislocated Worker	PY 21 Target	PY 21 Actual	PY 21 Ratio	PY 22 Target	PY 22 Actual	PY 22 Ratio
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Dislocated Worker	PY 21 Target	PY 21 Actual	PY 21 Ratio	PY 22 Target	PY 22 Actual	PY 22 Ratio
<b>Employment Rate, Q2</b>	<b>58.0%</b>	<b>63.8%</b>	<b>110.0%</b>	<b>71.0%</b>	<b>80.2%</b>	<b>113.0%</b>
<b>Employment Rate, Q4</b>	<b>68.0%</b>	<b>60.3%</b>	<b>88.7%</b>	<b>76.0%</b>	<b>81.7%</b>	<b>107.5%</b>
<b>Median Earnings</b>	<b>\$7,400</b>	<b>\$8,602</b>	<b>116.2%</b>	<b>\$8,500</b>	<b>\$9,576</b>	<b>112.7%</b>
<b>Credential Rate</b>	<b>68.0%</b>	<b>61.3%</b>	<b>90.1%</b>	<b>68.0%</b>	<b>48.1%</b>	<b>70.7%</b>
<b>Measurable Skill Gains</b>	<b>50.0%</b>	<b>61.4%</b>	<b>122.8%</b>	<b>57.0%</b>	<b>53.3%</b>	<b>93.5%</b>

Table 2.3. Statewide Youth Program Performance Levels, PY 2021 and 2022

Youth	PY 21 Target	PY 21 Actual	PY 21 Ratio	PY 22 Target	PY 22 Actual	PY 22 Ratio
<b>Employment, Education, or Training Rate, Q2</b>	<b>55.5%</b>	<b>64.9%</b>	<b>116.9%</b>	<b>68.0%</b>	<b>69.4%</b>	<b>102.1%</b>
<b>Employment, Education, or Training Rate, Q4</b>	<b>54.0%</b>	<b>65.8%</b>	<b>121.9%</b>	<b>62.0%</b>	<b>73.0%</b>	<b>117.7%</b>
<b>Median Earnings</b>	<b>\$3,700</b>	<b>\$3,910</b>	<b>105.7%</b>	<b>\$4,300</b>	<b>\$4,881</b>	<b>113.5%</b>
<b>Credential Rate</b>	<b>63.1%</b>	<b>69.0%</b>	<b>109.4%</b>	<b>65.0%</b>	<b>81.0%</b>	<b>124.6%</b>
<b>Measurable Skill Gains</b>	<b>50.0%</b>	<b>34.7%</b>	<b>69.4%</b>	<b>53.0%</b>	<b>44.4%</b>	<b>83.8%</b>

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.

#### Title II-Adult Education

Program Year	2021-2022	2022-2023
Employment Rate (Q2) Achieved	49.27%	49.57%
Employment Rate (Q4) Achieved	86.02%	49.75%
Media Earnings Achieved	100.80%	57.77%

Program Year	2021-2022	2022-2023
Credential Rate Achieved	111.06%	245.85%
Measurable Skills Gain Achieved	92.43%	95.92%
Overall Percent Achieved State Program Score - Average of achieved percentages	87.91%	99.77%

34 CFR § 463.190 The overall State program score, which is expressed as the percent achieved, compares the actual results achieved by a core program on the primary indicators of performance to the adjusted levels of performance for that core program. The average of the percentages achieved of the adjusted level of performance for each of the primary indicators by a core program will constitute the overall State program score.

Indicator	Negotiated	State	Hawaii	Maui	Kauai	Oahu
Employment Rate (Q2) Achieved	28.60%	14.09%	7.01%	1.35%	0.00%	21.88%
Employment Rate (Q4) Achieved	11.30%	9.72%	20.55%	12.31%	5.88%	15.58%
Media Earnings Achieved	\$5,191	\$5,232.50	\$5,850	\$10,400	\$1	\$3,659
Credential Rate Achieved	4.70%	5.22%	13.75%	16.67%	0.00%	7.98%
Measurable Skills Gain Achieved	40.00%	36.97%	38.60%	28.37%	28.57%	38.30%
Indicator	Negotiated	State	Hawaii	Maui	Kauai	Oahu
Employment Rate (Q2) Achieved	25.60%	12.69%	1.33%	19.33%	0.00%	25.11%
Employment Rate (Q4) Achieved	24.00%	11.94%	4.08%	10.10%	0.00%	22.93%
Media Earnings Achieved	\$7,200	\$4,160	\$4,801.50	\$7,800	\$1	\$3,168.50
Credential Rate Achieved	6.50%	15.98%	17.00%	31.03%	0.00%	33.97%
Measurable Skills Gain Achieved	38.70%	37.12%	36.14%	36.61%	28.85%	43.80%

Performance outcomes are shared with the local providers through annual desk monitoring reports and meetings. Recommendations, technical assistance, and professional development are provided to support the local provider for continued program improvement.

To improve the data collection of performance indicators, the HDOE will utilize data matching with Unemployment Insurance records and postsecondary education placement data beginning with the program year 2023 AEFLA reporting requirements. Data matching with Unemployment Insurance records will improve the data quality for Employment Rate Q2, Q4, and Median Earnings Achieved performance indicators. Survey collection will continue to be used to supplement the data matching results. Implementing data matching with postsecondary education placement data will improve the data quality for the Credential Rate Achieved performance indicator.

### Title III Wagner-Peyser Employment Service

Table 2.4. Statewide Wagner-Peyser Program Performance Levels, PY 2021 and 2022

Indicator	PY 21 Target	PY 21 Actual	PY 21 Ratio	PY 22 Target	PY 22 Actual	PY 22 Ratio
<b>Employment Rate, Q2</b>	<b>54.0%</b>	<b>59.4%</b>	<b>110.0%</b>	<b>54.0%</b>	<b>58.0%</b>	<b>107.4%</b>
<b>Employment Rate, Q4</b>	<b>52.0%</b>	<b>57.5%</b>	<b>110.6%</b>	<b>52.0%</b>	<b>63.7%</b>	<b>122.5%</b>
<b>Median Earnings</b>	<b>\$7,300</b>	<b>\$8,506</b>	<b>154.7%</b>	<b>\$7,300</b>	<b>\$8,814</b>	<b>120.7%</b>

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.

According to the Bureau of Labor Statistics, Hawai‘i’s unemployment rate continued to decline from 3.7% to 2.9% from 2022 to 2023 which indicates further tightening of the State’s labor market. To meet the growing demand for qualified workers, employer outreach and business engagement activities will continue to be conducted with core partners and other agencies to gain a better understanding of business workforce needs. The integration and expansion of State and Federally funded Internship and Apprenticeship programs implemented between 2022 and 2023 provide additional pathways to employment for job seekers. With increased employer engagement and collaboration there will be a continued focus in developing a more effective menu of services that upgrades the skills of their workforce to an optimum level. This will enable the business to upgrade the skills of their current and future workforce which will potentially increase the capacity of the business to hire more workers.

In partnership with Research Improving People’s Lives (RIPL), the development of a new job search tool called the Hawai‘i Career Acceleration Navigator (HI CAN) was launched in 2022 which provided additional resources to assist job seekers with Unemployment Insurance-required work search, customized career development options, and referral to other financial assistance and support services that job seekers may need while exploring new career opportunities. The development of HI CAN’s employer portal will also enable employers to utilize HI CAN as an additional recruitment tool by allowing them to connect anonymously with potential candidates. In addition, programs will continue to provide services to targeted

underserved populations such as persons with disabilities, veterans, ex-offenders, and low-income to expand the job seeker pool. Effective service delivery strategies implemented by other states may be explored to provide additional support opportunities to veterans who often possess desirable and transferable skill sets that may make them ideal candidates for career development and reemployment. The Hire Vets Medallion Program will also be utilized with outreach to employers who recruit, employ, and retain veterans.

*Title IV Vocational Rehabilitation*

<b>Indicator</b>	<b>PY 22 Outcome</b>	<b>Negotiated</b>
Employment (Second Quarter After Exit)	40%	33%
Employment (Fourth Quarter After Exit)	30.2%	37.5%
Median Earnings (Second Quarter After Exit)	\$5,446.79	\$4,400
Credential Attainment (CA) Rate	41.9%	20%
Measurable Skill Gains (MSG)	38.3%	35%

The 2019 RSA Monitoring, 2020-2021 CSS, and 2018 CSNA identified process improvement opportunities in the following areas:

- DVR 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 DVR 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. DVR 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. DVR 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. DVR 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. DVR will identify alternate funding sources and service providers as a result of the OOS. DVR will examine ways to braid funding with other Workforce partners, the HIDEOE 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. DVR 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. DVR will provide training to staff on how to provide ongoing support services and secure long-term support for these participants to maintain employment.
5. DVR 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.

### C. EVALUATION

Describe how the State will conduct evaluations and research projects of activities carried out in the State under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA (WIOA Section 116(e)).

The WDC intends to help the local boards and the AJCs understand their client base better through demographic, socio-economic 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.

In the past, the following research topics were conducted by WDC:

#### 1. "Hawai'i Career Acceleration Navigator (HI CAN) User Research Testing"

Omnitrak conducted research on a Statewide level to assess HI CAN, the digital hub for job seekers and employers, which uses ML, AI, State administrative data, and cloud computing to provide job matches and recommendations to users. In order to better identify barriers to employment, Omnitrak linked results from the Digital Literacy and Readiness Study (2021). Research investigators collaborated with Research Improving People's Lives to conduct interviews, conduct surveys, and collect data about their job seeking and training experiences, needs and challenges. Comparison of WIOA participants outcomes to all-student data is to be included in a proposed addendum.

Developed in partnership with the Hawai'i Department of Labor and Industrial Relations, the Hawai'i Career Acceleration Navigator (HI CAN) is a digital initiative that has been integrated into the State's MIS program, HireNet, working to develop sector strategies and a career pathways system for in-demand industries, while increasing access to employment services for clients in remote locations. This has had the added benefit of integrating sector partnerships with the industry-driven employer partnerships including technology, engineering, healthcare, and agriculture. This creation of partnerships centered on workforce development and economic development will allow for partner and stakeholder growth to maximize resources.

Link to report: <https://labor.hawaii.gov/wdc/files/2023/11/DLIR-HI-CAN-User-Report-Part-I-II-06092023.pdf>

#### 2. "The Underserved Populations in Hawai'i"

The WDC has completed a report on the underserved population in Hawai'i 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>

### 3. "Hawaii Labor shed: 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 will be presented to the local boards, AJCs, WIOA partners, and WDC board.

Table that includes percentages is available at [https://public.tableau.com/views/Laborshed11/Sheet2?embed=y&:display\\_count=yes](https://public.tableau.com/views/Laborshed11/Sheet2?embed=y&:display_count=yes)

### 4. "Understanding the On-Demand Workforce"

The National Governor's Association (NGA) has initiated a pilot program to study the on-demand workforce. Hawai'i 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 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 Hawai'i P-20, and the University of Hawai'i 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 Hawai'i 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



Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. FOR TITLE I PROGRAMS

Provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

Under WIOA the State will use the Sub-State Allocations Statutory Formulas for both the Youth and Adult Programs (TEGL 15-22). 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 15-22). 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, Hawai'i assigns a zero weight to the Mass Lay-off and Plant Closing factor. The rationale for the assigned weight:

1. 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 Hawai'i does not collect within-state administrative data for this factor.
2. Data Factor Weight: The State is unable to calculate a weight due to the absence of data for this factor.
3. 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*

WDD 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. 15-22. 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.

$$\text{LocalYouthShare} = [(Lyp/Syp)Wp + (Lyu/Syu)Wu] 30\% \text{ of Youth Funds}$$

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 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.

$$\text{LocalAdultShare} = [(Lap/Sap)Wp + (Lau/Sau)Wu] 30\% \text{ of Adult Funds}$$

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 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.

*Table 3.1.: Youth Program Sub-State Allocation (Sample)*

Local Area	Allocation Formula	Discretionary Formula	Percent Change
Hawai'i	\$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
Hawai'i	\$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%

## B. FOR TITLE II

### I. DESCRIBE THE METHODS AND FACTORS THE ELIGIBLE AGENCY WILL USE TO DISTRIBUTE TITLE II FUNDS.

The methods and factors the HIDEOE will use to distribute title II funds to an eligible provider will be through the awarding of multi-year grants on a competitive basis described in 34 CFR § 463.115(b) With regard to the description required in sec. 102(b)(2)(C)(iv) of WIOA pertaining to the methods and factors the State will use to distribute funds under the core programs, for title II of WIOA, the Unified State Plan must include - (1) How the eligible agency will award multi-year grants on a competitive basis to eligible providers in the State.

The HIDEOE will use a U.S. Department of Education, Office of Career, Technical and Adult Education, approved competitive four-year grant award process subject to renewal or continuation annually. The award process will meet the requirements of 34 CFR 463 Subpart C, § 463.20 *What is the process that the eligible agency must follow in awarding grants or contracts to eligible providers?*

A competitive four-year grant award will consist of two phases. In phase 1, the award process will meet the requirements of 34 CFR 463 Subpart C, *How Does a State Make an Award to Eligible Providers?* It will be available to all eligible providers in Hawaii as defined in 34 CFR § 463.23 *Who is eligible to apply for a grant or contract for adult education and literacy activities?*

Applicants must meet the demonstrated effectiveness determination in 34 CFR § 463.24 *How must an eligible provider establish that it has demonstrated effectiveness?* to be eligible for an award. The demonstrated effectiveness determination includes the following.

- Submission of data for one year in the following categories
  - Employment Rate Quarter 2 and Quarter 4
  - Credential Attainment
  - Measurable Skills Gain
- The outcomes for each category must meet or exceed the required demonstrated effectiveness percentage published in the application.

Applicants who meet the demonstrated effectiveness determination will continue with the application process in phase 2.

In phase 2, applicants may apply for the following funding opportunities to establish and operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently as required by 34 CFR § 463.20(b).

- Adult Education Services
- Corrections Education Services
- Integrated English Literacy and Civics Education (IELCE)

A separate application is required for each funding opportunity, and the remaining requirements are as follows to meet the requirements of 34 CFR § 463.22 *What must be included in the eligible provider's application for a grant or contract?*:

- How will AEFLA funds be expended for adult education services in the state consistent with the requirements of AEFLA title II.
- Submission of Cooperative Agreements
- Alignment with Hawaii Workforce Development Board Plans
- American Job Center Hawaii (One-Stop) Responsibilities
- Alignment with the Hawaii State WIOA Plan
- Aligning of College and Career Readiness Standards
- Aligning of English Language Proficiency Standards for English Learners
- How will the Adult Education Program (AEP) Objectives in the Hawaii State WIOA Plan be addressed?
- Addressing the Considerations in 34 CFR 463.20 (d) *In awarding grants or contracts for adult education and literacy activities to eligible providers, the eligible agency must consider the following.*
- Budget Proposal
- Personnel to Provide Adult Education Services

Applications for each funding opportunity will be evaluated by a committee of representatives from core partners trained in using a rubric included with the application. The workforce development boards of each region will review the applications to ensure they align with their local plan.

Only one eligible provider will be selected to receive funds for each funding opportunity.

- One eligible provider for Adult Education Services.
- One eligible provider for Corrections Education Services.
- One eligible provider for IELCE.

An eligible provider selected to receive funds must complete a risk assessment and be approved by the HODOE before receiving AEFLA funds.

For eligible providers that receive an award and are not with the HIDEO, the award will be made through a subaward according to 2 CFR Part 200.

An eligible provider within the HIDEO that receives an award, award will be made through the HIDEO's fiscal management system.

All awards require the eligible provider to provide funding to establish and operate the services they have been awarded and will be reimbursed by the HIDEO monthly after the review and approval of eligible expenditures.

The eligible provider selected for IELCE following 34 CFR § 463.72 *How does the eligible agency award funds to eligible providers for the Integrated English Literacy and Civics Education program?* will receive the entire amount of IELCE funds awarded to the HIDEO through the U.S. Department of Education grant award notification. IELCE funds must be used for IELCE activities in 34 CFR § 463.73 *What are the requirements for eligible providers that receive funding through the Integrated English Literacy and Civics Education program?*

The eligible provider selected for Corrections Education Services will receive up to 20% of the 82.5% of the funds awarded to the HIDEO through the U.S. Department of Education grant award notification for adult education services as permitted through 34 CFR § 463.61 *How does the eligible agency award funds to eligible providers under the program for Corrections Education and Education of other Institutionalized Individuals?*

The specific amount will be determined by the HIDEO when it reviews and approves a budget request from the eligible provider specifying how the funds will be used in meeting the requirements of 34 CFR § 463.60 *What are programs for Corrections Education and the Education of other Institutionalized Individuals?*

The eligible provider selected for Adult Education Services will receive 82.5% of U.S. Department of Education grant funds awarded to the HIDEO as required by 29 USC §3302. *State distribution of funds; matching requirement.* The specific amount will be determined by the HIDEO when it reviews and approves a budget request from the eligible provider specifying how the funds will be used for activities in CFR 34 Subpart D - *What Are Adult Education and Literacy Activities?*

An eligible provider receiving a multi-year award will be evaluated annually and receive a continuation award each year in the multi-year grant cycle. A continuation award may include conditions the eligible provider must address based on the annual evaluation.

## 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.

The HIDEO will provide eligible providers in Hawaii, as defined in 34 CFR § 463.23 *Who is eligible to apply for a grant or contract for adult education and literacy activities?* with direct and equitable access to the competitive four-year grant award application through multiple means of communication and a 30-day availability to access the application.

The competition announcement and application will be posted on the HIDEO's public-facing website.

The Hawaii State Workforce Development Board, WIOA core partners, and local workforce development boards will be notified of the competition announcement through letters to the executive directors and state leads.

The state workforce development board members consist of representatives from across the state.

- The directors of labor and industrial relations, human services, and business, economic development, and tourism; the superintendent of education; and the president of the University of Hawaii or their designees, as ex officio[,] voting members;
- The private business sector chairpersons of the four county workforce investment boards, or their designees from the private business sector membership of their respective boards, as ex officio[,] voting members;
- Twelve additional private sector representatives from business;
- One representative from a community-based native Hawaiian organization that operates workforce development programs;
- Two representatives from labor;
- Four members of the legislature, two from each house for two-year terms beginning in January of odd-numbered years, appointed by the appropriate presiding officer of each house, as ex officio[,] voting members;
- Two mayors or their designees, as ex officio[,] voting members; and
- The governor or the governor's designee.

The HIDOE will make the announcement and eligibility application available for 30 days on its public-facing website.

The HIDOE will ensure that it uses the same competition announcement, application, and process in the following ways.

- The competition announcement and application will reside on and be available from one location, the HIDOE's public-facing website. Information on accessing the announcement and application from the HIDOE's website may be placed on other websites.
- The application period will be for a specified time communicated in the competition announcement and application. There will not be multiple application opportunities.
- There will be one application process that follows one timeline that all applicants must use.
- One evaluation committee trained on using the rubric to score the applications will determine which applicants will receive an award.

### C. VOCATIONAL REHABILITATION PROGRAM

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are



blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

Hawaii designates a single combined Vocational Rehabilitation agency, Hawaii Division of Vocational Rehabilitation.

## 6. PROGRAM DATA

### A. DATA ALIGNMENT AND INTEGRATION

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

Describe data-collection and reporting processes used for all programs and activities, including the State's process to collect and report data on co-enrollment, and for those present in the one-stop centers.

#### I. DESCRIBE THE STATE'S PLANS TO MAKE THE MANAGEMENT INFORMATION SYSTEMS FOR THE CORE PROGRAMS INTEROPERABLE TO MAXIMIZE THE EFFICIENT EXCHANGE OF COMMON DATA ELEMENTS TO SUPPORT ASSESSMENT AND EVALUATION

HireNet Hawai'i is a virtual One-Stop, developed and maintained by the current contracted vendor, Geographic Solutions, used extensively by WDD and its Title I partners. The vendor has implemented features and modules 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 or modules are added.

The State of Hawai'i Department of Labor and Industrial Relations (DLIR) launched the Hawai'i Career Acceleration Navigator (HICAN), an entirely online/digital service launched in April 2022. In a 2023 study by Omnitrak, users (job seekers) highly rated its "all in one" approach. Up to 84% found the site's personalized job recommendation a primary strength.

HICAN provides greater and more robust services to more difficult-to-reach communities and populations with barriers to employment. It serves as a digital One-Stop for DLIR services to all Hawai'i residents providing coordinated resources through the DLIR, including career exploration, allowing users to fulfil unemployment insurance requirements. Additionally, HICAN refers users to relevant State-provided social services such as food, medical, and cash assistance to support jobseekers' transition into livable wage careers.

The State continues its discussion among all core partners efforts to streamline data into one platform. HireNet Hawai'i has the necessary modules and can perform the integration. The State will continue to work with the partner agencies to explore one platform that will allow co-enrollment and increase participation for all WIOA Title partners with consistent data collection and reports. The HICAN application continues to be assessed for its ability to serve as a unified platform for all core partner agencies.

#### II. DESCRIBE THE STATE'S PLANS TO INTEGRATE DATA SYSTEMS TO FACILITATE STREAMLINED INTAKE AND SERVICE DELIVERY TO TRACK PARTICIPATION ACROSS ALL PROGRAMS INCLUDED IN THIS PLAN

The HDOE 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 functionalities that meet the WIOA reporting requirements defined in 29 USC §3141 Performance accountability system.

- Captures program demographic information.
- Captures program participant enrollment, completion, and academic progress in:
  - Adult Basic Education
  - Adult Secondary Education
  - English Language Acquisition
  - Integrated Education and Training
  - Family Literacy
  - Distance Learning
  - Integrated English Literacy and Civics Education
  - Corrections Education
- Creates reports for the National Reporting System (NRS) for Adult Education, an outcome-based reporting system for the State-administered, federally-funded adult education program.

In addition to the previously referenced data systems DVR leverages to support individuals with disabilities successful engagement in the workforce, DVR 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 2024-2027. DVR 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 DVR 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. DVR 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 DVR in order to pursue best practices of other core partners and improve upon or share DVR 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 2023-2027.

**III. EXPLAIN HOW THE STATE BOARD WILL ASSIST THE GOVERNOR IN ALIGNING TECHNOLOGY AND DATA SYSTEMS ACROSS REQUIRED ONE-STOP PARTNER PROGRAMS (INCLUDING DESIGN AND IMPLEMENTATION OF COMMON INTAKE, DATA COLLECTION, ETC.)**

AND HOW SUCH ALIGNMENT WILL IMPROVE SERVICE DELIVERY TO INDIVIDUALS,  
INCLUDING UNEMPLOYED INDIVIDUALS

The WDC Data Management and Technology Committee (subsequently named the Performance Measures and Financial Accountabilities Committee and currently known as the Technology and Performance Management Committee) with staff from the DLIR and representatives from the WIOA Core Partners on the Hawaii Online Workforce Referral System. This project was made possible through the Reemployment Data Systems Integration Grant sponsored by the U.S. Department of Labor. The Hawai'i 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, and IV. Although it did not continue out of beta testing, much of its impetus informed the Hawai'i Career Acceleration Navigator (HICAN) project.

DLIR will discuss with the State board and all core partners efforts to streamline data into one platform. HireNet Hawai'i has the necessary modules and can perform the integration. The State will continue to work with the partner agencies to explore one platform that will allow co-enrollment and increase participation for all WIOA Title partners with consistent data collection and reports. The HICAN application continues to be assessed for its ability to serve as a unified platform for all core partner agencies.

IV. DESCRIBE THE STATE'S DATA SYSTEMS AND PROCEDURES TO PRODUCE THE REPORTS  
REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION  
116(D)(2)).

The State is continuing to develop co-enrollment policies and procedures to ensure participants from all four programs receive the optimal services to support their training leading to employment in competitive, integrated high-demand industries, including registered apprenticeships and career pathways that lead to sustainable employment outcomes with livable wages and supports as needed. Additional technical assistance is needed to fulfill this requirement.

When developed, 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 intent of a data system and procedure update will be to gather comprehensive and consistent information so that appropriate workforce development services will be provided. Referrals will be made to services that are deemed appropriate and each provider will be responsible for following up with those referrals 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.

A 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 Hawai'i so they can analyze business services being performed by their providers and offices and improve coordination and management of employer engagement activities.

For WIOA Titles I & III and Jobs for Veterans State Grant (JVSG), Geographic Solutions will be used to produce the required quarterly and annual federal reports.

Participant performance in most Core Programs (WIOA Adult, Dislocated Worker, and Youth Programs; Wagner-Peyser programs), JVSG, and Trade Adjustment Act will be measured through data stored in HireNet Hawai'i. All staff users and their providers are responsible to accurately enter data into HireNet Hawai'i in a timely manner.

Program performance for DVR will be measured through data stored in the AKAMAI-AWARE system.

The HIDEOE 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 functionalities that meet the WIOA reporting requirements defined in 29 USC §3141 Performance accountability system.

- Captures program demographic information.
- Captures program participant enrollment, completion, and academic progress in:
  - Adult Basic Education
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  - English Language Acquisition
  - Integrated Education and Training
  - Family Literacy
  - Distance Learning
  - Integrated English Literacy and Civics Education
  - Corrections Education
- Creates reports for the National Reporting System (NRS) for Adult Education, an outcome-based reporting system for the State-administered, federally-funded adult education program.

#### B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

The Core Programs, including Titles I & III, 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, WDD monitors, during their on-site monitoring, a random selection of Adult, Dislocated Worker, and Youth program 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 Division of Vocational Rehabilitation measures Measurable Skill Gains and Credential Attainment Rates via data from the AWARE system, UI data, and data sharing agreements for research and evaluation. These measures are reported to the US DOE - Rehabilitation Services Administration via the RSA-911 report on a quarterly basis. Continuous monitoring and reporting of these measures provides DVR with valuable information to inform continuous program improvement via discussions with leadership and line staff, with targeted training and refinement of internal controls as needed. Analysis of MSG and Credential Attainment also provides opportunities for discussions with WIOA state partner agencies regarding enhancement of existing training programs, or examining the need for new training programs. DVR participants who obtain a post-secondary credential or high school diploma will have improved opportunities to maximize long-term employment outcomes. DVR shares this information via written reports presented verbally to partner agencies, including WIOA state partners, the State Rehabilitation Council, other community & consumer organizations, and DVR staff.

The HIDEOE will utilize data matching with WIOA State partner agencies to assess the progress of participants who exit the adult education program and are employed or in postsecondary education to meet the requirements under 34 CFR § 463.155 *What are the primary indicators of performance under the Workforce Innovation and Opportunity Act?* and 34 CFR § 463.175 *What responsibility do States have to use quarterly wage record information for performance accountability?*

HIDEOE has data exchange agreements with the Hawaii Department of Labor and Industrial Relations to use unemployment insurance data and the University of Hawaii to use enrollment records for the post-secondary placement of participants

### C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

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 Hawai'i'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 access to interstate wage and employment records for performance accountability in addition to the intrastate data.

#### D. PRIVACY SAFEGUARDS

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

The State is aware that a key element of success to utilizing data across agencies for either improved customer service or improved measurement and tracking of outcomes is ensuring the integrity of all data and ensuring confidential data is treated as such. This is accomplished with various technical safeguards and ensuring personnel handling this data are properly trained in all relevant regulations and the fundamentals of handling personal and confidential data.

Technical safeguards may include:

- Approved processes that limit access to the data to only those personnel who require access to carry out their daily job functions.
- Network security, monitoring, firewalls, etc. to prevent unauthorized access to data from entities outside of State government.
- Encryption technology; and
- Secure data transport mechanisms.

All State personnel undergoes 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 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.

A. DESCRIBE HOW THE STATE WILL IMPLEMENT THE PRIORITY OF SERVICE PROVISIONS FOR COVERED PERSONS IN ACCORDANCE WITH THE REQUIREMENTS OF THE JOBS FOR VETERANS ACT, CODIFIED AT SECTION 4215 OF 38 U.S.C., WHICH APPLIES TO ALL EMPLOYMENT AND TRAINING PROGRAMS FUNDED IN WHOLE OR IN PART BY THE DEPARTMENT OF LABOR.

B. DESCRIBE HOW THE STATE WILL MONITOR PRIORITY OF SERVICE PROVISIONS FOR VETERANS.

C. DESCRIBE THE TRIAGE AND REFERRAL PROCESS FOR ELIGIBLE VETERANS AND OTHER POPULATIONS DETERMINED ELIGIBLE TO RECEIVE SERVICES FROM THE JOBS FOR VETERANS STATE GRANTS (JVSG) PROGRAM'S DISABLED VETERANS' OUTREACH PROGRAM (DVOP) SPECIALIST/CONSOLIDATED POSITION.

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:

1. Non-Veteran or Non-Covered Person

At the point of entry, AJC staff will ask everyone 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.

2. 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 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.
  - a. Universal access programs and services. For workforce programs that operate or deliver services, such as Basic Career Services, to the public without targeting specific groups, veterans and covered persons must receive priority of service over all other program participants.
  - b. 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 all the program statutory eligibility criteria 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.

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.
2. 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 Hawai'i. DVOPs who are serving these persons shall refer them for appropriate services provided by other programs.
3. 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.

### 3. 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 every quarter for 4 quarters 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 1010.330]. 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 §1010.330(a)(1) & (c)1. For both covered and non-covered persons in qualified job training programs information collected includes, but is not limited to [20 CFR

§1010.330(c)(1)(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 Hawai'i virtual operating system network of labor exchange services, funded by USDOL and operated by the State of Hawai'i 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 and Oahu WDD Manager will conduct quarterly desk reviews of HireNet Hawai'i 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 and desk 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 and co-enrollments 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. Training and technical assistance will be provided as needed to AJC staff.

#### 8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State’s one-stop center certification policy, particularly the accessibility criteria.

The Americans with Disabilities Act (ADA) defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. 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 follow 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](https://labor.hawaii.gov/wioa-eo).

The State-Level EO Officer is in the process of developing a plan to provide staff training and documentation thereof to ensure individuals with disabilities are serviced in a manner compliant with WIOA Section 188 (29 C.F.R. Part 38) as well as the Americans with Disabilities Act of 1990. The State-Level EO Officer is also promulgating a new statewide bulletin and developing a plan with the Local-Level EO Officers to ensure that annual compliance certifications of the AJCs for the purposes of WIOA Section 188 and the ADA occur, including the provision of accessible technology.

#### 9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials. Describe how English language learners will be made aware of the opportunity to enroll and/or co-enroll in all the core programs for which they are eligible.

As described in item (6)(A) above, HireNet Hawai'i is the State's internet based, self-service and staff service database 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 encountered in Hawai'i.

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 watch 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

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

### **A. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS**

The State of Hawai'i Department of Labor and Industrial Relations (DLIR) in partnership with Research Improving People's Lives (RIPL), developed a new job search tool called the Hawai'i Career Acceleration Navigator (HI CAN) which was launched in 2022 to provide additional resources to assist job seekers with Unemployment Insurance-required work search, customized career development options, and referral to other financial assistance and support services that job seekers may need while exploring new career opportunities. The steering committee for the HI CAN project included representatives from the State of Hawai'i Dept. of Human Services Division of Vocational Rehabilitation which administers Title IV. The State of Hawai'i initially partnered with the National Governors Association Workforce Innovation Network on this project. All core partners engaged in discussions 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.

HI CAN uses Machine Learning (ML), Artificial Intelligence (AI), state administrative data, and cloud computing to provide job matches and recommendations to users. This entirely online/digital service launched in April 2022 and helps the department provide greater and more robust services to our more difficult to reach communities and populations with barriers to employment. It is embedded into HireNet Hawai'i ([www.hirenetHawai'i.com](http://www.hirenetHawai'i.com)), the state's electronic job board and management information system for case management connecting employers and jobseekers at all AJCs statewide at no cost to the public. HI CAN serves as a digital One-Stop for DLIR services to all Hawai'i residents providing coordinated resources through the DLIR including career exploration and allows users to fulfill unemployment insurance requirements. Additionally, HI CAN also refers 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 development of HI CAN's employer portal will also enable employers to utilize HI CAN as an additional recruitment tool by allowing them to connect anonymously with potential candidates. 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.

In research conducted by Omnitrack Group, with data collected between January 25 to February 23, 2023 (report issued June 9, 2023), the digital hub for job seekers and employers was assessed for effectiveness and ease of use. To better identify barriers to employment, Omnitrak linked results from the State's Digital Literacy and Readiness Study (2021). Research investigators collaborated with Research Improving People's Lives (RIPL) to conduct interviews, conduct surveys, and collect data about users' job seeking and training experiences, needs, and challenges. This will help us to identify bug fixes as well as identify what components are important to our target demographic. Refinements include developing sector strategies and a career pathways system for in-demand industries, while increasing access to employment services for clients in remote locations. what components are important to our target demographic. The State of Hawai'i is partnering with the National Governors Association Workforce Innovation Network on this project.

### **III. B COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS**

The Plan prioritizes the development of comprehensive services effectively functioning at the AJCs.

Dedicated outreach to employers would be phased in and 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 Hawai'i's workforce. The Local Veteran Employment Representative is a member of these teams. 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, including referrals to relevant community and support services.
3. Involvement of businesses by becoming sincerely receptive to their input and valuing their involvement.
4. Advocacy by businesspeople 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:

- 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.
- 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.
- 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 continuing from 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.

### **III. C. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS**

#### **Education Partners**

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

- University of Hawai'i Community Colleges
- University of Hawai'i
- University of Hawai'i Economic Research Organization
- University of Hawai'i Language Roadmap Initiative
- McKinley Community School for Adults (includes Oahu, Kauai, and Maui)
- Waipahu Community School for Adults (includes Oahu and Hawai'i Island)
- Office of the State Director of Career and Technical Education (OSDCTE)
- Hawai'i Department of Education (HIDOE)
- Hawai'i P-20 Partnerships for Education
- Native Hawai'ian Education Council
- Technical Schools
- Chaminade University
- Gallaudet National Technical Institute for the Deaf (Rochester)
- Hawai'i Pacific University
- (Expanded ETP List)

The University of Hawai'i 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 *Hawai'i'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 Hawai'i P-20 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, DHS Director, along with the Superintendent of Education and the University of Hawai'i 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 and DVR Administrator are members of the DXP's Data Governance and Access Committee (formerly known as the Steering Committee) and the Research and Data Request Sub-Committee.

DVR provides Vocational and Work Adjustment Services to support DOE students transitioning into post-secondary education and Hawai'i'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 that 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 eligible for Adult Education services, which include 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 community colleges to provide career pathways for VR clients aged 14 and above who desire to enter secondary education before entering the workforce. In addition, DVR is finalizing its State Educational Agreement with Hawaii DOE as required by the Rehabilitation Act and Individuals with Disabilities Education Act, as amended, respectively, to support students with disabilities' transition from school to post-secondary training opportunities or competitive integrated employment.

### **III.D. 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 Kumua 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.

WDD 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 Hawai'i 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.

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 Hawai'i.

The Rapid Response Team and Business Services Teams deployed out of the AJCs 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 University of Hawai'i Community Colleges (UHCC) are the major providers of training in all local areas.

WDD 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, Hawai'i P-20 Partnerships for Education (State CTE Office) 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 HIDEOE 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 Hawai'i P-20 Partnerships for Education (State CTE Office), HIDEOE, 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 Hawai'i
- Kamehameha Schools
- Castle Foundation

In support of the Career Pathway System, Hawai'i P-20 , 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.

### **III.E. 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 Hawai'i 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 "siloes" programs to identify and meet workforce needs.

The WDD and the Hawai'i P-20 Partnerships for Education (State CTE Office) identified all the public sources of state and federal program funds for workforce development in Hawai'i. 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 Hawai'i.

Note that efforts are underway to update this document.

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.

In 2017, the Hawai'i State Legislature passed Senate Bill 1162 enacting the Hawai'i 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 Hawai'i 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 Hawai'i 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.

### **III.F. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS**

The HIOE, 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 Hawai'i:

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 Hawai'i 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 assist with transition and/or workforce 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 to use federal Perkins funds awarded by the state CTE office.

**III.G. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES.**

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

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 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.

**V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)**

The Unified or Combined State Plan must include assurances that:

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

The State Plan must include	Include
<p>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;</p> <p>(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;</p>	Yes
<p>5. The State has established, in accordance with WIOA section 116(j), 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;</p>	Yes
<p>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);</p>	Yes
<p>7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;</p>	Yes
<p>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;</p>	Yes
<p>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</p>	Yes

The State Plan must include	Include
through each of the core programs;	
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

## VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

### PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

#### A. GENERAL REQUIREMENTS

##### 1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

###### A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS DESIGNATED IN THE STATE

###### 1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

The State of Hawai'i 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 Hawai'i (Hawai'i Island)
4. The County of Kauai (The State will act as the local area)

As there are no contiguous states to Hawai'i and the workforce development areas are designated by counties, there are no designated regions in the State.

Prior to 2021, the DLIR had 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. Despite these efforts, the County of Kauai informed the DLIR that it no longer wished to

operate as a local area workforce development board in delivering Title I services including Adult, Dislocated Worker, and Youth. The Kauai local WDB therefore requested the State to assume this role in delivery of direct client services.

In September 2021, the State assumed 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 service. The State Department of Labor and Industrial Relations Workforce Development Division assumed provision of services in place of the local area. State-merit staff located at the American Job Center Kauai provides services. 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.

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.

**B. DESCRIBE THE PROCESS AND POLICY USED FOR DESIGNATING LOCAL AREAS, INCLUDING PROCEDURES FOR DETERMINING WHETHER THE LOCAL AREA MET THE CRITERIA FOR "PERFORMED SUCCESSFULLY" AND "SUSTAINED FISCAL INTEGRITY" IN ACCORDANCE WITH 106(B)(2) AND (3) OF WIOA. DESCRIBE THE PROCESS USED FOR IDENTIFYING REGIONS AND PLANNING REGIONS UNDER SECTION 106(A) OF WIOA. THIS MUST INCLUDE A DESCRIPTION OF HOW THE STATE CONSULTED WITH THE LOCAL BOARDS AND CHIEF ELECTED OFFICIALS IN IDENTIFYING THE REGIONS**

In January of 1999, the WDC designated these areas utilizing the following criteria:

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. Hawai'i 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 Hawai'i which serve the single count.
6. The counties are well-established political divisions of Hawai'i. 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.

7. WDC issued WIOA Bulletin No. 03-15 Initial Local Area Designation Under the Workforce Innovation and Opportunity Act (SN-03-WIOA-03-15-w-Attmts-Initial-Designation.pdf (hawaii.gov))

*“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 Hawai‘i; 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.

A policy for subsequent designation is in development. As allowed by WIOA Section 106(b)2, it allows for subsequent designation as a local area by the Governor, if there was prior designation and that local area performed successfully and sustained fiscal integrity. Local Areas which are denied may appeal the decision to DLIR within 30 days after notification of the decision. A final policy will be made available on the WIOA Documents section of the Workforce Development Division - WDC website. In addition, technical assistance from SAFAL Partners will be provided to the State.

#### Attachment 1: WIOA Waiver Request Form

1. The statutory and/or regulatory requirements the state would like to waive.

The State of Hawai‘i Department of Labor and Industrial Relations (DLIR) Workforce Development Division (WDD) and Workforce Development Council (WDC) formally requested a waiver to 20 CFR §679.310 WIOA sec. 107(b) 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 Hawai‘i WIOA Unified State Plan for 2020-2023.

2. Actions the state has undertaken to remove state or local barriers.

The Kauai local board relinquished their role to the State Workforce Development Board with the understanding from the Chief Local Elected Official (CLEO) that they have representation and voting authority on the State WDB. To ensure services are provided under the WIOA, the CLEO has provided office space at no cost to the WDD to deliver services to Title I (Adult, Dislocated Worker, and Youth), Title III (Wagner-Peyser), SCESP, and other DOL-funded programs to serve under-served and underrepresented and vulnerable populations.



The primary goal 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.

3. 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 Hawai'i 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 various committees, help to support employer engagement, work-based learning opportunities and facilitates collaboration between employers/businesses and training services.

4. 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 2024 and 2025. 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 Hawai'i 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 PY21 and PY22 participant enrollment totals across all Title I programs, Adult, Dislocated Worker, and Youth for PY23.

5. 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.

6. 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 State Board will conduct monitoring in accordance with U.S. DOL regulations and the ETA's Core Monitoring Guide.

#### C. PROVIDE THE APPEALS PROCESS AND POLICY REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS

The appeals process is described in WIOA Bulletin 03-15:

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

An update of the policy designating subsequent local areas is in development and will be revised to increase the numbers of days for an appeal from 14 days to thirty (30) days. Appeals must be in writing and filed with the WDD within thirty 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 for hearing to a designated 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 30 days.

#### D. PROVIDE THE APPEALS PROCESS AND POLICY REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING

##### 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 disagrees 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.

The policy is referred to in the WIOA bulletin: WIOA-Bulletin-12-16-Change-4.pdf (hawaii.gov)

## 2. STATEWIDE ACTIVITIES

### A. PROVIDE STATE POLICIES OR GUIDANCE FOR THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM AND FOR USE OF STATE FUNDS FOR WORKFORCE INVESTMENT ACTIVITIES

WDD as the current administrative entity for Title I funds, issued 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-Revised 9/20
- Instructions: Budget Detail A
- Budget Detail A-Revised 9/20
- 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-Revised 9/20
- 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-Youth-Revised 9/20
- Instructions: Budget Detail A
- Budget Detail A Youth-Revised 9/20
- 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 Youth-Revised 9/20
- 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 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

### **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 I Summary 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-58 WIOA Bulletin 12-16 Change 3 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
  25. SN-12 WIOA Bulletin 12-16 Change 2 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
  26. SN-12 WIOA Bulletin 12-16 Change 1 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
  27. SN-12 WIOA Bulletin 12-16 One Stop Infrastructure Funding and Memoranda of Understanding
  28. SN-13 WIOA Bulletin 13-16 Change 1 One Stop Certification
  29. SN-13 WIOA Bulletin 13-16 One Stop Certification
  30. 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
  31. SN-14 WIOA Bulletin 14-16 Adult Program Eligibility and Priority of Service
  32. SN-15 WIOA Bulletin 15-16 Change 2 Financial Reporting Forms, Budget Documents, Instructions, and Additional Procedures
  33. 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
34. SN-15 WIOA Bulletin 15-16 Financial Reporting Forms and Instructions
  35. SN-16 WIOA Bulletin 16-16 Policy on Salary and Bonus Limitations
  36. SN-17 WIOA Bulletin 17-16 Procurement Policy and Standards
  37. SN-01 WIOA Bulletin 01-17 WIOA Methods of Administration
  38. SN-02 WIOA Bulletin 02-17 Change 1 WDC Policy WIOA Methods of Administration (Nondiscrimination Policy)
  39. SN-02 WIOA Bulletin 02-17 WDC Policy -WIOA Methods of Administration
  40. SN-03 WIOA Bulletin 03-17 Local Board Review of AEFLA Applications
  41. SN-03 WIOA Bulletin 03-17 Change 1 Local Board Review of AEFLA Applications
  42. SN-04 WIOA Bulletin 04-17 Allowable Cost
  43. SN-05 WIOA Bulletin 05-17 Items of Cost
    - a. WIOA Bulletin 05-17 Attachment-Matrix of Specific Items of Cost
  44. SN-06 WIOA Bulletin 06-17 Cash Management
  45. SN-07 WIOA Bulletin 07-17 Policy on Audit Requirements and Resolutions
  46. SN-08 WIOA Bulletin 08-17 Policy on Records Retention and Access to Records
  47. SN-09 WIOA Bulletin 09-17 PY17 Planning Estimate Allocations
  48. SN-10 WIOA Bulletin 10-17 Change 1 Policy on Oversight and Monitoring
  49. SN-10 WIOA Bulletin 10-17 Policy on Oversight and Monitoring
  50. SN-11 WIOA Bulletin 11-17 Policy on Property and Inventory Management

51. 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
52. SN-13 WIOA Bulletin 13-17 Change 1 Program Year (PY) 2017 Revised Allocations
53. SN-13 WIOA Bulletin 13-17 Program Year (PY 17) Final Allocations
54. SN-14 WIOA Bulletin 14-17 Recapture and Reallocation
55. SN-15 WIOA Bulletin 15-17 Transfer of Funds Request
  - a. Attachment I: Transfer of Funds Request Narrative (fillable pdf)
56. SN-16 WIOA Bulletin 16-18 Change 1 Recording Measurable Skills Gains in HireNet Hawaii
57. SN-16 WIOA Bulletin 16-18 Recording Measurable Skill Gains in HireNet Hawaii
58. SN-17 WIOA Bulletin 17-18 2017 Lower Living Standard Income Level Guidelines
59. SN-18 WIOA Bulletin 18-18 PY18 and PY19 State Performance Negotiations
60. SN-19 WIOA Bulletin 19-18 PY18 and PY19 Local Workforce Development Board Performance Negotiations
61. SN-20 WIOA Bulletin 20-18 Change 1 Revised Program Year (PY) 2018 Allocations
62. SN-20 WIOA Bulletin 20-18 Program Year (PY) 2018 Allocations
  - a. Annual Plan Instructions
  - b. Signature Page
63. SN-21 WIOA Bulletin 21-18 2018 Lower Living Standard Income Level Guidelines
64. SN-22 WIOA Bulletin 22-18 Guidance for Modified Local Plan
  - a. Attachment 1
  - b. Signature Page (fillable word form)
  - c. Local Plan Definitions



65. SN-23 WIOA Bulletin 23-18 Change 1 Revised Kauai Disaster Dislocated Worker Grant (DWG) Policies and Procedures
66. SN-23 WIOA Bulletin 23-18 Kauai and Oahu Disaster Dislocated Worker Grant Policies and Procedures
67. 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)
68. SN-25 WIOA Bulletin 25-18 Change 1 Revised Hawaii County Disaster Dislocated Worker Grant (DWG) Policies and Procedures
69. SN-25 WIOA Bulletin 25-18 Hawaii Island Disaster Dislocated Worker Grant Policies and Procedures
70. SN-26 WIOA Bulletin 26-19 Minimum Work Experience Requirement for Youth Program Funds
71. 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
72. SN-28 WIOA Bulletin 28-19 Change 1 (Corrected) Program Year (PY) 2019 Revised Allocations
73. 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)
74. SN-29 WIOA Bulletin 29-19 Change 2
  - a. Attachment I: Data Validation SOP Manual v1.0 (7.30.21)
75. 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
76. 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
77. SN-30 WIOA Bulletin 30-19 2019 Lower Living Standard Income Level Guidelines
78. 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
79. SN-32 WIOA Bulletin 32-19 Use of Supplemental Wage Information
80. 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
81. 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
82. 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
83. SN-36 WIOA Bulletin 36-20 2020 Lower Living Standard Income Level Guidelines
84. 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
85. 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
86. 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)
87. 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
88. SN-41 WIOA Bulletin 41-20 HireNet Hawaii National Dislocated Worker Grant Attachment
89. 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
90. SN-55 WIOA Bulletin 43-20 Change 1 COVID-19 Employment Recovery Dislocated Worker Grant (DWG) Policies and Procedures
  91. 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
  92. SN-44 WIOA Bulletin 44-21 Guidelines for Using and Sharing the American Job Center Videos
  93. SN-45 WIOA Bulletin 45-21 2021 Lower Living Standard Income Level Guidelines
  94. SN-46 WIOA Bulletin 29-19 WIOA Data Validation Policy and Procedures
  95. SN-48 WIOA Bulletin 01-22 WIOA Title I and III Performance Indicator Results for Program Year 2020
  96. SN-49 WIOA Bulletin 02-22 Local Area Performance Failure and Sanctions Policy
  97. SN-50 WIOA Bulletin 03-22 Trade Adjustment Assistance and Workforce Innovation and Opportunity Act Title I Dislocated Worker Program Co- Enrollment Policy
  98. SN-51 WIOA Bulletin 04-22 Lower Living Standard Income Level Guidelines
  99. SN-52 WIOA Bulletin 05-22 Program Year 2022 Allocations
  100. SN-53 WIOA Bulletin 04-22 2022 Change 1 Lower Living Standard Income Level Guidelines
  101. SN-54 WIOA Bulletin 06-22 The Stevens Amendment
  102. SN-55 WIOA Bulletin 07-22 Responsibilities for Reporting Instances of Suspected Fraud, Program Abuse and Criminal Conduct
  103. SN-56 WIOA Bulletin 08-22 Guidance on Providing Supportive Services and Needs Related Payments
  104. SN-61 WIOA Bulletin 02-23 WIOA Title I Local Workforce Development Board Performance Negotiations and Sanctions Policy
  105. SN-62 WIOA Bulletin 03-23 Program Year 2023 Allocations

106. SN-63 WIOA Bulletin 29-19 Change 3 WIOA Data Validation Policy and Procedures
107. SN-64 WIOA Bulletin 12-16 Change 4 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
108. SN-65 WIOA Bulletin 05-17 Change 1 General Provisions for Selected Items of Cost
109. SN-66 WIOA Bulletin 13-16 Change 2 One-Stop (American Job Center) Certification Revised Guidelines
110. SN-69 WIOA Bulletin 05-23 2023 Lower Living Standard Income Level Guidelines

**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
6. SN-006 Joint WIOA Bulletin 01-23 The Stevens Amendment
7. SN-007 Joint WIOA Bulletin 02-23 Document Management Module in HireNet Hawaii

**MAUI DISASTER RECOVERY GRANT (EMERGENCY GRANT)**

- SN 1 Maui NDWG Bulletin 01-23 – Maui National Dislocated Worker Grant Bulletin System

- SN 2 Maui NDWG Bulletin 02-23 – Participant Eligibility and Target Groups for Maui National Dislocated Worker Grant

### **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)

### **QUEST BULLETINS**

1. SN 1 Quest Bulletin 01-23 – Quest Bulletin System
2. SN 2 Quest Bulletin 02-23 – Quest Target Groups and Participant Eligibility
3. SN 3 Quest Bulletin 03-23 – Quest Allocations
4. SN 4 Quest Bulletin 04-23 – Quest Participant Flow
5. SN 5 Quest Bulletin 05-23 – Supportive Services in QUEST
6. SN 6 Quest Bulletin 05-23 Change 1 – Supportive Services in QUEST
7. SN 6 Quest Bulletin 06-23 – HireNet Hawaii Service Codes for QUEST

Hawai'i's guidelines for the One-Stop Infrastructure and Memorandum of Understanding:

1. SN-64 WIOA Bulletin 12-16 Change 4 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
2. SN-58 WIOA Bulletin 12-16 Change 3 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
3. SN-12 WIOA Bulletin 12-16 Change 2 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
4. SN-12 WIOA Bulletin 12-16 Change 1 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
5. SN-12 WIOA Bulletin 12-16 One Stop Infrastructure Funding and Memoranda of Understanding

Hawai'i'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 platform and encouraged to leverage additional local resources as well. This includes exploring centralizing services through single locations so overhead costs are reduced. It will also include moving the provision of services through local centers toward functional integration, wherein customers from multiple programs are served together in common and fundamental processes such as workshops, assessment and career planning, job search/development and case management activities, allowing WIOA Title IB programs to be just one of several sources supporting these critical activities.

Hawai'i's AJCs and Youth Programs use the HireNet Hawai'i for common intake, case management, statewide labor exchange, and reporting for different programs. 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 duplication 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.

HireNet Hawai'i flags veterans with significant barriers to employment and other covered persons eligible for JVSG DVOP services who enrolled for AJC services. Notice of these covered persons is automatically sent to the designated DVOPs and other AJC staff for further services. Unemployment Insurance (UI) has a policy that job-seeking UI claimants must enroll in the Wagner-Peyser labor exchange and have an online resume to qualify for UI benefits. Most new claimants without a job attachment are also mandated to attend RESEA sessions delivered by DLIR Workforce Development Division. The State encourages co-enrollments to maximize services for optimal benefit to the jobseeker.

Co-enrollments and their benefits are often highlighted in training provided or hosted by the State for local areas and their providers. For example, an all-day in-person training session co-hosted by Region 6, DOL ETA, DOL VETS, and the State in Honolulu on December 4, 2023 for local area staff, including JVSG staff, featured a session about the advantages of co-enrollments to improve veteran employment outcomes. Data showing the number of veterans served in JVSG and other programs were shared, and local areas developed action plans to co-enroll more veterans. In-person training in June 2023 that included all local areas and AJC staff also

emphasized the value of co-enrollments among different programs. Different examples of co-enrollments were provided at all training sessions.

**B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING FOR MANDATORY AND DISCRETIONARY ACTIVITIES, INCLUDING HOW THE STATE WILL CONDUCT EVALUATIONS OF TITLE I ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES.**

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 support staff. The remaining 10% of the statewide activities allocation will be utilized for costs related to state-level program management. Allowable activities may include evaluation and improvement including maintenance costs of HireNet Hawai'i, ETPL system, and state monitoring.

The Governor's reserve was used to support 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.

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, Hawai'i Language Roadmap Advisory Council, State Rehabilitation Council, among others.

The Workforce Information and WDD Staff responded to questions from local areas, managed passwords and access to the HireNet Hawai'i system, wrote data policies, managed the Re-employment Services Integration Dislocated Worker Grant which funds the development of the On-line Workforce Referral System, acted as a liaison with the system's vendor, Geographic Solutions, and provided training and technical assistance to the Title I staff and the AJCs. Staff are 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).

WDC Staff will be the 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. WDC staff will also prepare and submit required fiscal and program reports and respond to requests for information. WDC staff will conduct 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; used in plans and allocations. The WDC will pay an appropriate share for these services.

The Governor's reserve also funds Statewide Rapid Response staff. Rapid Response staff are 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 are accountable for the effectiveness of the program.

WDC staff will submit reports, review budget, financial, and expenditure reports. During the legislative session, 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 Hawai'i 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 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 captured information submitted to DLIR and WDD (see tables below). During this time 169 WARN letters were received statewide.

During PY 22, 42 WARN notices were submitted to DLIR, down from a high of 144 in PY 20, at the height of the pandemic. At that time, 30,462 workers were affected throughout the State. Six RR events were held in PY 20. In PY 21, 30 employers issued WARN notices. Of the 42 notices issued in PY 22, only 21 companies had more than 50 employees. One company later canceled their layoffs. Fourteen of the employers who issued WARN information included data about sales of the business to other entities which had intentions to hire or offer employment to employees facing layoff, rather than wholesale business closures. Overall, 4,355 workers were potentially affected in PY 22.

C. DESCRIBE HOW THE STATE WILL UTILIZE RAPID RESPONSE FUNDS TO RESPOND TO LAYOFFS AND PLANT CLOSINGS AND COORDINATE SERVICES TO QUICKLY AID COMPANIES AND THEIR AFFECTED WORKERS. STATES ALSO SHOULD DESCRIBE ANY LAYOFF AVERSION STRATEGIES THEY HAVE IMPLEMENTED TO ADDRESS AT RISK COMPANIES AND WORKERS.

### *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 Hawai'i 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.

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.

#### **D. DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES.**

HRS §127A Emergency Management is Hawai'i'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, Hawai'i Emergency Management Agency (HI-EMA) and the counties' Emergency Management Departments assess damages, coordinate and deploy local and state services, including as necessary, the Hawai'i 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 Hawai'i Office of Planning issued "Natural Disaster Economic Recovery Strategy" (December 2014) which outlined existing plans (page 12) at the federal, state, county, and community levels ([http://files.hawaii.gov/dbedt/op/spb/2014\\_nders\\_final.pdf](http://files.hawaii.gov/dbedt/op/spb/2014_nders_final.pdf)). The recovery strategy was developed by a diverse advisory group and stakeholders from governmental, non-governmental, community, and private sector organizations. Within the defined goal of "Forge partnerships between large and small businesses with government agencies to promote coordinated efforts for disaster preparedness, response, and recovery;" there is an opportunity for WDD's State Rapid Response Staff 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) because 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
  - a. Individuals who are long-term unemployed. Actions:
    - i. When State and County partners decide to submit a DDWG, the State Rapid Response team will apply which includes a fully documented work plan and budget based on:
      1. Identification of the temporary jobs and worksites which were or will be created;
      2. Timeframes for project activities; and

3. State Rapid Response Staff 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 State Rapid Response Staff will also coordinate with Unemployment Insurance (UI). When coordinating with UI, the State Rapid Response Staff 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 Hawai'i 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. 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. TAA is currently in a sunset status, so only workers whose companies' petitions were approved prior to July 1, 2022, will be eligible for TAA benefits. Outreach is still allowable, so notification of workers about the TAA program may continue, if applicable (an employee has worked for a company with a previously approved petition).
2. 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 (while the program is in Sunset Status, only to employees who have worked for companies with previously approved petitions)
  - h. Job fairs/Company matching
  - i. Other services as necessary
3. 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.
  4. Staff does the following for impacted businesses and individuals:
    - a. Register them in HireNet Hawai'i 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 by law to the DLIR Director. Upon receipt, the Director's Office will forward them to WDD, DLIR and the 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.

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 Hawai'i 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 Hawai'i.
- 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 and applicable due to program status).
- 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 Hawai'i, 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.

E. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) AND ENSURES THE PROVISION OF APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A) AND TAA SECTION 221(A)(2)(A) .) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE WORKERS IN THE GROUPS IDENTIFIED IN THE TAA PETITIONS WITH AN ACCURATE UNDERSTANDING OF THE PROVISION OF TAA BENEFITS AND SERVICES IN SUCH A WAY THAT THEY ARE TRANSPARENT TO THE DISLOCATED WORKER APPLYING FOR THEM (TRADE ACT SEC. 221(A)(2)(A) AND SEC. 225; GOVERNOR-SECRETARY AGREEMENT). DESCRIBE HOW THE STATE WILL USE FUNDS THAT HAVE BEEN RESERVED FOR RAPID RESPONSE TO PROVIDE SERVICES FOR EVERY WORKER GROUP THAT FILES A TAA PETITION AND HOW THE STATE WILL ENSURE THE PROVISION OF APPROPRIATE CAREER SERVICE TO WORKERS IN THE GROUPS IDENTIFIED IN THE PETITION (TAA SEC. 221(A)(2)(A)).NOTE: UNTIL THE TAA PROGRAM IS REAUTHORIZED, THE REQUIREMENTS TO PROVIDE RAPID RESPONSE AND APPROPRIATE CAREER SERVICES TO WORKER GROUPS ON WHOSE BEHALF A PETITION HAS BEEN FILED IS NOT APPLICABLE.

As of July 2022, the Trade Adjustment Act (TAA) program is in termination status, so that only workers covered under previously approved petitions can be served. If and when the TAA program is reinstated, 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.

As described in a. 2. D., if TAA is reauthorized, employers will follow procedures of notification of closings and layoffs under the federal WARN Act and a state plant closing by law to the DLIR Director. Upon receipt, the Director's Office forwards them to WDD, DLIR and the Unemployment Insurance Division. Companies will transmit a notice required under WARN to the Mayor of the county in which a closing is to occur. WDD will immediately make 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.

Affected workers who are laid off and may be covered under past petitions may receive Rapid Response services through their local one stop and are referred to the Title I Dislocated Worker program and served under Title III (Wagner-Peyser) career services. Career services for workers under pending petitions will be referred to and may receive services under the UI sponsored, WDD delivered RESEA program, if eligible. Other potential eligible participants will receive information about the program via RESEA, UI, and Rapid Response orientations. Funds

for case management and outreach of TAA workers may be provided under past allotments of TAA funding. Eligible veterans will receive referrals to JVSG and DVOP program services.

## B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

### 1. WORK-BASED TRAINING MODELS

If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

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

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 two 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 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.

#### State-funded Internship Initiative

WDD's Statewide internship program, a pilot program in 2021, became a full-fledged program, Hele Imua Statewide Internship Program, in 2022. College students and recent graduates were given 12-week internship opportunities at various State agencies including WIOA Title II and IV partners. Annual funding for this initiative has been provided to WDD from the State to continue internship placements at State agencies throughout the executive branch. Internship occupations vary but include IT specialist, HR Assistant, Program Specialist, Accountant, Environmental Health Specialist, Engineer, Research Statistician, Marketing Specialist, Housing Coordinator, and Elections Specialist.

DVR's Summer Youth Employment 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. Hawai'i'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 Hawai'i's economy.

## 2. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., outreach to sponsors and prospective sponsors, identifying potential participants and connecting them to apprenticeship opportunities).



The DLIR is recognized by the USDOL Office of Apprenticeship as the Hawaii State Apprenticeship Agency (SAA) that is responsible for administering the Apprenticeship Program statewide for federal purposes. Hawai'i abides by established Administrative Rules that conform to Federal Regulations. Any new sponsor that seeks to register an Apprenticeship Program must be approved by the DLIR Director (HRS §372-3). The State Apprenticeship Council (SAC) is an advisory body to the DLIR Director on matters pertaining to apprenticeship. The DLIR Director establishes the SAC, which consists of equal numbers of representatives of employers and employee organizations, and also includes public member representatives (HRS §372-4).

Three (3) federal grants were awarded to DLIR to promote the expansion of apprenticeship programs into other non-construction occupations and industries and encourage diversity in the apprentice population. Apprenticeship programs benefitted 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, with healthcare occupations added further in the period of the grant. Under the State Expansion Grant, apprenticeship programs primarily in healthcare and culinary occupations were developed. This grant used an intermediary sponsor, Kapiolani Community College. This has proven to be an appealing feature for employers and has encouraged the participation of more employers. The Accelerator grant was focused on promoting the development of new apprenticeship programs and overall registered apprenticeship throughout the state, involving businesses, the education system, and other workforce development partners. Although these grants ended in 2021, these efforts and work toward expanding Registered Apprenticeship in Hawai'i continues, especially with more non-traditional apprenticeship programs.

In 2023, a new grant was awarded by the USDOL Employment and Training Administration under the State Apprenticeship Expansion Formula grant to help build statewide capacity of DLIR as the State Apprenticeship Agency in Hawai'i and to expand apprenticeship in non-traditional occupations statewide. Better integration with WIOA and enhanced partnership with the AJCs is expected, as well. The period of performance of grant is July 1, 2023 to June 30, 2024.

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 the AJCs so they can refer suitable individuals to apprenticeship sponsors; lists of active apprenticeship programs and their minimum requirements are maintained on the DLIR WDD website; and coordination between 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.

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

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

WDD issued a Change 1 to the ETP policy on July 3, 2018. This new policy replaced the Kumuaio website, which was a separate site accessible from the WDD homepage. The ETP List is now integrated into the WDD website: (Workforce Development Council | Eligible Training Provider List (hawaii.gov). 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. A previous waiver to collect all student data has lapsed.

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 recommends approval to the provider and forwards the application for approval by the WDD. 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 apply 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 31<sup>st</sup> 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 consider 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.

In Hawai'i, 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). In Hawaii, USDOL 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 in Hawai'i, 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: [dliir.workforce.develop@hawaii.gov](mailto:dliir.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 to [dlir.workforce.develop@hawaii.gov](mailto: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.

3. 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.

4. 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.

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

#### University of Hawai'i System

1. The University of Hawai'i (UH) System is exempt from the Hawai'i 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 WDD; and the required information for each must be provided. Programs must also meet all performance criteria and standards set by the LWDBs and WDD.

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:

a. joint labor-management organizations; and adult education and literacy providers - if services are provided with occupational skills training.

b. Local Boards if they meet the conditions of WIOA § 107(g)(1); and

c. Community Based Organizations (CBOs) or private organizations of demonstrated effectiveness under contract with the Local Board

#### B. Licensing

Hawai'i requires significant consumer protection through its licensing requirements.

Training providers must be licensed by the appropriate Hawai'i 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 Hawai'i Board of Barbering and Cosmetology or the Hawai'i 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 Hawai'i 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 Hawai'i Postsecondary Education Authorization Program (HPEAP), see the HPEAP website and Hawai'i Administrative Rules Title 8 Chapter 101.
3. Private postsecondary training providers, who apply for a Hawai'i 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. 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.
6. Apprenticeships are not licensed but must be registered with the Workforce Development Division in the State of Hawai'i, Department of Labor and Industrial Relations.

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

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

#### D. Business and WIOA Requirements

Training providers must:

1. Meet the requirements of the Hawai'i Post-Secondary Education Authorization Program (HPEAP), Hawai'i Revised Statutes Chapter 305. Refer to: <http://cca.hawaii.gov/hpeap/>
2. Be a legal entity, registered to do business in Hawai'i.
3. Be current with tax obligations as required by Hawai'i Revised Statutes 103D-310(c) and verified by a "Certificate of Vendor Compliance" issued by Hawai'i 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 Hawai'i, 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 Hawai'i, Department of Labor and Industrial Relations, the City and County of Honolulu, the County of Hawai'i, 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 Hawai'i do not need to train a year in Hawai'i 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 Hawai'i.
  - b. Are aligned with industry sector strategies and career pathways; and Are job driven.
8. Comply with all non-discrimination and equal opportunity provisions of WIOA Section 188 and all other applicable federal and state laws.
9. 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).

WDD 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 (2<sup>nd</sup>) quarter after exit.
2. unsubsidized employment during the fourth (4<sup>th</sup>) quarter after exit; median earnings of students who are in unsubsidized employment during the 2<sup>nd</sup> quarter after exit; and 3. the credential attainment rate.

#### H. Evaluation Period

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

#### I. ETPL Performance Reports

Training providers must annually submit performance data to WDD. Details on the process to submit the data and the specific data will be provided later. 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 2<sup>nd</sup> quarter after exit from the program.
2. The percentage of students in unsubsidized employment during the 4<sup>th</sup> quarter after exit from the program.
3. The median quarterly earnings of students in unsubsidized employment during the 2<sup>nd</sup> quarter after exit from the program.
4. The percentage of students who obtain a recognized postsecondary credential or a secondary school diploma or its equivalent (GED or HiSet) during participation or within a year after exit (a secondary school diploma or its equivalent is only counted if the student is also employed or enrolled in another education or training program leading to a recognized postsecondary credential within one (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 WDD.

#### 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

2. 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 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

3. Conduct a hearing at which the training provider and the LWDB will be allowed to present their cases; no new information will be allowed.

a. Decide the case based on the review of the written record and the hearing arguments; and

b. 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.

4. 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 WDD State ETPL Staff 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 Staff of denial of programs at the local level.
15. Working with the State ETPL Staff 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. Working with the State ETPL Staff 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
17. Establish policy for determining circumstances under which reconsideration of an application may be afforded to an entity whose initial application was denied.
18. 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 WDD.

#### 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 FOR THE ADULT PRIORITY OF SERVICE REQUIREMENT IN WIOA SECTION 134 (C)(3)(E) THAT REQUIRES AMERICAN JOB CENTER STAFF, WHEN USING WIOA ADULT PROGRAM FUNDS TO PROVIDE INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES, TO GIVE PRIORITY OF SERVICE TO RECIPIENTS

OF PUBLIC ASSISTANCE, LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT (INCLUDING ENGLISH LANGUAGE LEARNERS).

Hawai'i'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 Hawai'i, 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 recipients of public assistance, low-income individuals, and those who are basic skills deficient. Veterans and other covered persons were also to continue priority of service.

This bulletin also established the Employment and Training Administration (ETA) minimum benchmark of 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 Hawai'i 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

##### STATE CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN ADULT AND DISLOCATED WORKER PROGRAM

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. Funds may not be transferred between program years.
- e) 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.
- f) 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.
- g) 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.
- h) 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.

6. DESCRIBE THE STATE'S POLICY ON WIOA AND TAA CO-ENROLLMENT AND WHETHER AND HOW OFTEN THIS POLICY IS DISSEMINATED TO THE LOCAL WORKFORCE DEVELOPMENT BOARDS AND REQUIRED ONE-STOP PARTNERS. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.325, 20 CFR 618.824(A)(3)(I).

#### WIOA and TAA Co-Enrollment

A policy for joint TAA and Dislocated Worker co-enrollment was issued in March 2022 by WDD to all WIOA Partners and WDD staff including AJC staff. The policy (SN-50.pdf (hawaii.gov)) requires co-enrollment when eligibility requirements are met, the TAA case manager makes the referral, and the participant agrees to be enrolled in the Dislocated Worker program. As of July 2022, the TAA program is in termination status, so only workers covered under previously approved petitions can be newly enrolled in TAA and receive benefits.

7. DESCRIBE THE STATE'S FORMAL STRATEGY TO ENSURE THAT WIOA AND TAA CO-ENROLLED PARTICIPANTS RECEIVE NECESSARY FUNDED BENEFITS AND SERVICES. TRADE ACT SEC. 239(F), SEC. 235, 20 CFR 618.816(C)

Administered jointly in Hawai'i by UI and WDD, TAA entered a phase-out termination status beginning July 2022, when it was not reauthorized by Congress. TAA was, however, included in the FY23 Omnibus Bill, giving it a 1-year extension. States were still required to provide services to those whose petitions had been approved prior to June 30, 2022; new petitions have not been reviewed since that date. Although States were given new allocations for PY 22, Hawai'i was among several that did not receive an allocation based on previous low enrollment and activity. All states, including Hawai'i, were granted PY 23 allocations. Despite the program's status, outreach to potential TAA workers is required with funding for training and supports available to participants under the category of employment and case management services. A formal Job Service Bulletin 09-23 was issued to TAA and AJC staff in December 2023, notifying them of the status of TAA and Reemployment Trade Assistance (RTAA) Program operations. This bulletin also clarified that the 2002 and 2021 programs previously excluded under an interpretation of Section 235 of the Trade Act would now be eligible for funding.

Issued in March 2022, WIOA Bulletin 03-22 (<https://labor.hawaii.gov/wdc/files/2022/06/SN-50.pdf>) regarding the co-enrollment policy between the TAA and Dislocated Worker (DW) programs remains in effect. The guidance requires the TAA staff to notify eligible participants of the benefits and services available to them should they co-enroll in the WIOA Title I DW program (or other WIOA programs) and Title III (Wagner-Peyser program). Participants are able to decline co-enrollment along with the notice that there will be no adverse impact on their TAA services and benefits. Participants maintain the option to co-enroll at a later date. The alignment of services and avoidance of duplication of services is ensured by TAA and WIOA Title I case managers through continual communication.

8. DESCRIBE THE STATE'S PROCESS FOR FAMILIARIZING ONE-STOP STAFF WITH THE TAA PROGRAM. 20 CFR 618.804(J), 20 CFR 618.305

As part of Rapid Response efforts, information on the TAA program and any Dislocated Worker Grants are provided to staff as part of ongoing training. Information on benefits and qualifying

conditions will be provided to the employer/Labor-Management Committee. Staff have been notified that as of July 2022, the TAA program is in termination status, so that only workers covered under previously approved petitions will be served. If and when the TAA program is reinstated, 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.

### C. YOUTH PROGRAM REQUIREMENTS.

With respect to youth workforce investment activities authorized in section 129 of WIOA, States should describe their strategies that will support the implementation of youth activities under WIOA. State's must-

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.<sup>11</sup> FURTHER, INCLUDE A DESCRIPTION OF HOW THE STATE ASSISTS LOCAL AREAS IN DETERMINING WHETHER TO CONTRACT FOR SERVICES OR TO PROVIDE SOME OR ALL OF THE PROGRAM ELEMENTS DIRECTLY.

<sup>11</sup> Sec. 102(b)(2)(D)(i)(V)

The provider should be familiar with the local area; have a demonstrated record of success in provision of youth services and running youth programs. If the provider operates youth programs in other locations, the local area is advised to request the provider's history of performance results 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 led 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: 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 internships and job shadowing; and

3. 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, 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 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. EXPLAIN HOW THE STATE ASSISTS LOCAL WORKFORCE BOARDS IN ACHIEVING EQUITABLE RESULTS FOR OUT-OF-SCHOOL AND IN-SCHOOL YOUTH. DESCRIBE PROMISING PRACTICES OR PARTNERSHIP MODELS THAT LOCAL AREAS ARE IMPLEMENTING AND THE STATE'S ROLE IN SUPPORTING AND SCALING THOSE MODELS WITHIN THE STATE FOR BOTH IN-SCHOOL AND OUT-OF-SCHOOL YOUTH.

Hawai'i supports the federal vision focusing efforts on out-of-school-youth and those with the most difficult barriers to their becoming contributing members of society. The State's strategy for providing comprehensive, integrated services to eligible youth is to ask that LWDB's, as part of their local planning process, to prepare a comprehensive youth plan that (a) identifies the percentage of youth funds allocated for older youth, (b) concentrates on the neediest youth described at the end of this section, and (c) formalizes coordination of local agencies, which could include:

- Adult Education and Family Literacy,
- Vocational Rehabilitation,
- Department of Education, Special Education Services Branch,
- Community Services Block Grant recipients,
- Housing & Urban Development employment and training programs,
- Job Corps,
- State Office of Youth Services,
- Family Court,
- Department of Human Services -Foster Care,
- TANF (Temporary Assistance for Needy Families),
- ALU LIKE, Inc.,
- faith-based organizations and community-based organizations,
- University of Hawai'i Community College System, and
- State of Hawai'i, 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, Hawai'i'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 Hawai'i. 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 Financial Accountability committee reviews 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 ASSISTS LOCAL WORKFORCE BOARDS IN IMPLEMENTING INNOVATIVE MODELS FOR DELIVERING YOUTH WORKFORCE INVESTMENT ACTIVITIES, INCLUDING EFFECTIVE WAYS LOCAL WORKFORCE BOARDS CAN MAKE AVAILABLE THE 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2); AND EXPLAIN HOW LOCAL AREAS CAN ENSURE WORK EXPERIENCE, INCLUDING QUALITY PRE-APPRENTICESHIP AND REGISTERED APPRENTICESHIP, IS PRIORITIZED AS A KEY ELEMENT WITHIN A BROADER CAREER PATHWAYS STRATEGY.**

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?

#### D. SINGLE-AREA STATE REQUIREMENTS

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)
2. THE ENTITY RESPONSIBLE FOR THE 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).)

N/A

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)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;
2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;
3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;
4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:
  - A. SUPPORTING EMPLOYER ENGAGEMENT;
  - B. CONNECTING EDUCATION AND TRAINING STRATEGIES;
  - C. SUPPORTING WORK-BASED LEARNING;
  - D. IMPROVING JOB AND CAREER RESULTS, AND
  - E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.
5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND
6. DESCRIBES THE PROCESSES USED TO:
  - A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;
  - B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;
  - C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;
  - D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.
  - E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT.
7. THE MOST RECENT DATA AVAILABLE REGARDING THE RESULTS AND OUTCOMES OBSERVED THROUGH IMPLEMENTATION OF THE EXISTING WAIVER, IN CASES WHERE THE STATE SEEKS RENEWAL OF A PREVIOUSLY APPROVED WAIVER.

Hawaii has a current waiver of the requirements outlined in WIOA Section 107(b), to allow a state workforce development board to carry out the roles and responsibilities of a local board. Submitted as part of the WIOA State Plan modification in 2022 and subsequently approved by the U.S. DOL in PY 2021, the State serves as the local area in Kauai using AJC/WDD staff to provide services to local area participants. Outcomes were reported in the WIOA Annual Report for PY 2022, with those outcomes expected to improve with additional training of staff and outreach to all programs, particularly youth.

WDC is responsible for the monitoring of Kauai and for the development and execution of an MOU/IFA and AJC certification. These will be completed as part of the implementation of the waiver.

#### TITLE I-B ASSURANCES

The State Plan must include assurances that:

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 chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the	Yes

The State Plan must include	Include
distributions;	
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	Yes

#### ADULT PROGRAM PERFORMANCE INDICATORS

#### Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year



adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a

holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	60.0	72.5	60.0	72.5
Employment (Fourth Quarter After Exit)	65.0	74.0	65.0	74.0
Median Earnings (Second Quarter After Exit)	\$6,800	\$7,500	\$6,800	\$7,500
Credential Attainment Rate	58.0	50.4	58.0	50.4
Measurable Skill Gains	55.0	50.4	55.0	50.4
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

#### DISLOCATED PROGRAM PERFORMANCE INDICATORS

##### **Performance Goals for the Core Programs**

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction

with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and

- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	71.0	72.0	71.0	72.0
Employment (Fourth Quarter After Exit)	76.0	77.5	76.0	77.5
Median Earnings (Second Quarter After Exit)	\$8,500	\$9,500	\$8,500	\$9,500
Credential Attainment Rate	68.0	50.5	68.0	50.5
Measurable Skill Gains	57.0	50.5	57.0	50.5
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

## YOUTH PROGRAM PERFORMANCE INDICATORS

### **Performance Goals for the Core Programs**

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	68.0	67.0	68.0	67.0
Employment (Fourth Quarter After Exit)	62.0	64.0	62.0	64.0
Median Earnings (Second Quarter After Exit)	\$4,300	\$5,000	\$4,300	\$5,000

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Credential Attainment Rate	65.0	62.0	65.0	62.0
Measurable Skill Gains	53.0	50.5	53.0	50.5
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

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*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

### PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

All Program-Specific Requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

#### A. EMPLOYMENT SERVICE 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.

Hawai'i 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 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 basic and individualized 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 updated

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 four (4) American Job Centers (AJC) in Hawai'i, Kauai, 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 by telephone. The WP staff works collaboratively with the UI Division (UID) 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 answering 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 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 Hawai'i at [www.hirenethawaii.com](http://www.hirenethawaii.com). In the event that a UI claimant requires assistance with a work registration issue on their claim, WP staff utilize a formalized communication process to verify with UI that a claimant has successfully registered in Hirenet as defined in Chapter 383-12, HRS.

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, job search and preparation assistance, referring them to job openings and job readiness workshops, guiding UI claimants toward established career pathways and providing UI claimants guidance to navigate Hawai'i's labor market information through Hawai'i 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. In Fiscal year 2018, amendments to the Social Security Act permanently authorized the RESEA program with formula-based funding and requirements to increase the use of evidence-based reemployment interventions and strategies.

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 the UI Division, Wagner-Peyser staff provides on-going assistance to UI claimants and other unemployed job seekers through the electronic job board (HireNet Hawai'i), special recruitment services, and job search workshops. Due to social distancing requirements caused by the COVID-19 Pandemic in 2020, the RESEA Program converted services to on-line self-scheduling and virtual group orientation sessions. In 2022, the RESEA Program reinstated in-person sessions to provide its participants greater accessibility, support, and options to participate in RESEA. UI claimants selected for the RESEA Program are now able to self-schedule their group orientation appointment on-line via Zoom or in-person at their local office.

Most UI claimants are required to register in the Wagner-Peyser program and have at least one online resume posted in HireNet Hawai'i, the State's electronic job bank, to qualify for UI benefits. Thus, UI claimants are currently part of the workforce system in the State, and UI claimants will have access to other workforce programs operated by WDD offices and other agencies that are part of the WIOA system.

**D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:**

**1. COORDINATION OF AND PROVISION OF LABOR EXCHANGE SERVICES FOR UI CLAIMANTS AS REQUIRED BY THE WAGNER-PEYSER ACT;**

WDD will continue to utilize Wagner-Peyser funds to provide labor exchange services to UI claimants and other individuals interested in seeking employment. The 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, job search and preparation assistance, guidance toward establishing career pathways, 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.

**2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;**

UI claimants are required to register for work and post an online resume in HireNet Hawai'i within seven (7) days of filing their initial claim for benefits.

**3. ADMINISTRATION OF THE WORK TEST FOR THE STATE UNEMPLOYMENT COMPENSATION SYSTEM, INCLUDING MAKING ELIGIBILITY ASSESSMENTS (FOR REFERRAL TO UI ADJUDICATION, IF NEEDED), AND PROVIDING JOB FINDING AND PLACEMENT SERVICES FOR UI CLAIMANTS; AND**

As explained in (2) above, UI claimants are required to register and post a resume in HireNet Hawai'i to be eligible for UI benefits. In addition to RESEA services described in c. above, Wagner-Peyser non-administrative staff support UI claimants by assisting them in becoming familiar with the job search and other features in HireNet Hawai'i 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 Hawai’i is electronically determined and UID is made aware of any non-compliant claimants. As explained in (B) above, if a UI claimant requires assistance with a work registration issue on their claim, WP staff utilize a formalized communication process to verify with UI that a claimant has successfully registered in HireNet as defined in Chapter 383-12, HRS.

**4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.**

UI claimants and other job seekers are provided information about training and resources available to improve their skills and become more acquainted with other careers. Claimants served through the RESEA program receive a comprehensive orientation to services available and are referred to at least one service offered in the One-Stop Center. Potential claimants addressed through Rapid Response sessions are also notified of education and training opportunities in WIOA, Adult Education, DVR, and the community college system.

**E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE 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. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.**

**Hawai’i Top 5 Commodities**

Commodity	Rank	Value of production (\$1,000)
<b>Seed Crops</b>	<b>1</b>	<b>\$107,470</b>
<b>Macadamia nuts</b>	<b>2</b>	<b>\$62,730</b>
<b>Coffee</b>	<b>3</b>	<b>\$61,947</b>
<b>Cattle</b>	<b>4</b>	<b>\$47,848</b>
<b>Algae</b>	<b>5</b>	<b>\$36,716</b>

**Hawai’i Farms by Land and Acres**

Type	2022	2017
<b>Land in farms (number)</b>	<b>6,569</b>	<b>7,328</b>
<b>Land in farms (acres)</b>	<b>1,053,302</b>	<b>1,135,352</b>

Type	2022	2017
<b>Land in cropland in farms (acres)</b>	<b>242,020</b>	<b>296,480</b>
<b>Harvested cropland (acres)</b>	<b>60,378</b>	<b>84,767</b>
<b>Harvested cropland (farms)</b>	<b>4,943</b>	<b>5,316</b>
<b>Irrigated Land in farms (acres)</b>	<b>41,851</b>	<b>45,452</b>
<b>Irrigated Land in farms (number)</b>	<b>2,216</b>	<b>2,250</b>

#### 2022 Hired Farm Labor

Type	Workers	Farms
<b>Hired Farm Labor</b>	<b>9,593</b>	<b>1,635</b>
<b>Worked 150 days or more</b>	<b>5,695</b>	<b>929</b>
<b>Worked less than 150 days</b>	<b>3,898</b>	<b>1,103</b>
<b>Migrant Farm Labor on Farms with hired labor</b>	<b>540</b>	<b>78</b>
<b>Migrant Farm Labor on Farms Reporting only contract labor</b>	<b>154</b>	<b>52</b>

#### 2022 Farming Sales

Counties	Total Number Sales (\$1,000)
<b>Hawai'i</b>	<b>290,342</b>
<b>Honolulu</b>	<b>192,823</b>
<b>Kauai</b>	<b>96,705</b>
<b>Maui</b>	<b>93,906</b>
<b>State Total</b>	<b>673,776</b>

A survey of Hawaii Farmer Needs<sup>1</sup> was conducted in 2018 to understand the barriers and needs of farmers related to increasing food production in Hawaii. Survey data was collected at a regional level and was aggregated and processed to determine barriers and solutions. The Top 3 barriers identified in order, are: Farm Labor, Land, and Capital.

76% of survey respondents listed labor, land or capital as one of their top three barriers and when asked for solutions that would best address each barrier, the most frequently selected responses are:

- **Farm Labor:** Increased availability of farm labor

- **Land:** Access to more land
- **Capital:** Low-interest loans or grants for farm improvements or expansion

Additionally, a Commercial Agriculture Survey<sup>2</sup> conducted in 2020 by the State of Hawaii, Department of Agriculture in cooperation with the U.S. Department of Agriculture, National Agriculture Statistics Service, also reveals that 39% of participating farmers, ranchers, and allied operators attribute the cost of shipping as the third largest barrier to their business expansion. The highest concerns were detected on the islands of Hawaii, Kauai, and Maui. Commercial farms and ranches located in neighboring counties are also more likely to experience a relatively low profit margin.

The study results suggests that shipping cost (relatively high as compared to U.S. Mainland) may be an explanatory variable for the relatively low profit. Both are nevertheless distinct barriers that prevent farms and ranches in neighbor islands from expanding their commercial agricultural operations.

<sup>1</sup> University of Hawaii, Human Studies Program, 2018 Hawaii Farmer Needs Assessment

<sup>2</sup> USDA-NASS, November 2021. Commercial Agricultural Production Expansion Survey 2021. Available at: AGEXPAND\_Nov2021r.pdf (hawaii.gov)

The results of these studies indicate a need for a greater Farm Labor pool, access to land and additional capital for improvements, and access to lower shipping costs to reduce barriers to operational expansion.

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

Top Five Labor Intensive Crops

Type of Crop	Months of heavy activity	Prime Geographic Areas and Acres	Statewide Acres
<b>Taro</b>	<b>Year-round</b>	<b>Hanalei, Hawai'i - 262 Acres</b>	<b>557 Acres</b>
<b>Herbs</b>	<b>Year-round</b>	<b>Honolulu, Hawai'i - 486 Acres</b>	<b>677 Acres</b>
<b>Coffee</b>	<b>August to December</b>	<b>Hilo, Hawai'i - 5,472 Acres</b>	<b>9,422 Acres</b>
<b>Papaya</b>	<b>March to November</b>	<b>Hilo, Hawai'i - 532 Acres</b>	<b>828 Acres</b>
<b>Sweet Potatoes</b>	<b>Year-round (peak in late summer)</b>	<b>Hilo, Hawai'i - 488 Acres</b>	<b>539 Acres</b>

Agricultural Employers Need

53% of the State’s farmworkers sustained employment in farming 150 days or more, the other 47% of farmworkers worked less than 150 days. The Department of Economic Development and Tourism (DBEDT) employment and wages data reveals the average employment for labor farmworkers in 2021 was 5,902 with an average annual wage of \$42,629. While in 2022, the average employment for farmworkers was 5,787 with an average annual wage of \$45,813. This indicates that the agriculture industry experienced an increase in wages of 7.5% while the number of employed farmworkers declined by 1.5%.

Employers are more likely to thrive in their business if employees are steady during the off seasons and employees can 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 assists employers and their employees by providing labor market information and other services which include but are not limited to, Unemployment Insurance filing assistance, 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 MSFWs.

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.

An updated Memorandum of Understanding (MOU) between DLIR and Maui Economic Opportunity (MEO) was executed in 2021. 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.

#### 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 in Hawai’i 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 offer the potential to decrease overall cost of production and cost per employee, thus, increasing revenues.

2017 Hawai’i Farm Technology Survey, Number used, Number Wanted, 2019	Number Used	Number Wanted + Number Used
<b>Tablet for farm use (i.e. Apple iPad, Samsung Galaxy Tab)</b>	<b>1,210</b>	<b>1,512</b>
<b>Satellite Phones</b>	<b>634</b>	<b>737</b>
<b>Unmanned Aerial Vehicle for</b>	<b>182</b>	<b>872</b>

2017 Hawai'i Farm Technology Survey, Number used, Number Wanted, 2019	Number Used	Number Wanted + Number Used
<b>farm use (i.e., drone)</b>		
<b>Video Surveillance</b>	<b>1,516</b>	<b>3,383</b>
<b>Handheld Sensors (moisture, plant health, etc.)</b>	<b>364</b>	<b>1,085</b>
<b>Field Sensors (moisture, soil conditions, etc.)</b>	<b>251</b>	<b>1,153</b>
<b>GPS- Guided Equipment</b>	<b>148</b>	<b>414</b>
<b>GPS/RFD Livestock Tracking</b>	<b>69</b>	<b>2,778</b>
<b>Smart Phone Apps (field conditions, yield information etc.)</b>	<b>1,263</b>	<b>1,208</b>
<b>Computer Applications (budget, farm operations, etc.)</b>	<b>1,945</b>	<b>1,357</b>
<b>Third Party Service Application (i.e., fee for service plan)</b>	<b>322</b>	<b>266</b>

The survey reveals that farmers in Hawai'i are advancing to farm technology. Based on the date, it shows that Hawai'i farmers will transition to the use of additional farm technology soon. 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. UAVs paired with editing software will allow the benefit of high-definition videos, 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
<b>Office &amp; Administrative Support</b>	<b>26.9%</b>	<b>27.8%</b>
<b>Management, Business &amp; Financial</b>	<b>13.3%</b>	<b>12.4%</b>
<b>Education, Legal, Comm. Svc, Arts &amp; Media</b>	<b>10.7%</b>	<b>10.8%</b>
<b>Sales &amp; Related Occupations</b>	<b>9.5%</b>	<b>9.1%</b>

Service	2016	2026 Projected
<b>Transportation &amp; Material Moving</b>	<b>6.3%</b>	<b>6.4%</b>
<b>Construction &amp; Extraction</b>	<b>6.0%</b>	<b>6.0%</b>
<b>Healthcare Practitioners &amp; Technical</b>	<b>4.6%</b>	<b>4.9%</b>
<b>Computer, Engineering, &amp; Science</b>	<b>4.0%</b>	<b>4.0%</b>
<b>Installation, Maintenance &amp; Repair</b>	<b>3.7%</b>	<b>3.7%</b>
<b>Production</b>	<b>2.4%</b>	<b>2.3%</b>
<b>Farming, Fishing &amp; Forestry</b>	<b>0.6%</b>	<b>0.5%</b>

Hawai'i's economy represents a strong service-oriented industry. The service industry will continue to show an increase in employment and thrive as a backbone to the States economic sustainability. The farming industry serves less than 1% of the economic traits in Hawai'i 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 skill set 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 Hawai'i.

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, 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. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWs IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

U.S. DOL Migrant Indicators of Compliance (MIC) report period from July 1, 2023 to September 30, 2023 reveals:

Reporting Element MIC Performance Indicators	Actual Number Accomplished for Total MSFW's	Actual Number Accomplished for All Non-MSFW Applicants
<b>Total Active Participants</b>	<b>68</b>	<b>9,230</b>
<b>Referred to Employment</b>	<b>9</b>	<b>502</b>
<b>Referred to Support Services</b>	<b>0</b>	<b>0</b>
<b>Received Staff Assisted Services</b>	<b>19</b>	<b>6,352</b>
<b>Complete Applications</b>	<b>50</b>	<b>6,532</b>
<b>Job Development Contact</b>	<b>0</b>	<b>41</b>
<b>Career Guidance</b>	<b>10</b>	<b>722</b>

The State of Hawai'i 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 .25 FTE for the SMA and LOMAs to conduct outreach services to the MSFW population.

The prevailing employment service need of Hawai'i'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 file for UI benefits plan to return to their farming jobs and generally have no interest in pursuing other types of employment opportunities. For MSFW who seeks other job opportunities or are interested in pursuing a vocational change, the Wagner-Peyser staff provides individualized career 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](http://www.HireNetHawaii.com). Access to bilingual staff or telephonic interpreting services is available at AJCs across the state. When identified by staff, migrant seasonal workers receive appropriate interpreter services.



#### 4. OUTREACH ACTIVITIES

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

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

Correspondence, brochures, presentations, job fairs, rapid response outreach, partnership resources, and worksite visits are examples of outreach activities and methods used by AJCs to locate and contact farmworkers. 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 staff 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 Hawai'i 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.

B. Providing technical assistance to outreach staff. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the Employment Service and Employment-related Law Complaint System "Complaint System" described at 20 CRF 658 Subpart E), information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

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 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.

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

LOMA's will be required to arrange quarterly site visits which allow farmworkers and employers to feel comfortable in their own environment allowing 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 help to establish a connection between the farmworker and the agriculture industry.

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

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.

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.

#### A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES

Correspondence, brochures, presentations, job fairs, rapid response outreach, partnership resources, and worksite visits are examples of outreach activities and methods used by AJCs to locate and contact farmworkers. 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 staff 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.

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farm workers and their families. WDD's continued ties with the State Department of Agriculture and the Hawai'i 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.

**B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH STAFF. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE AND EMPLOYMENT-RELATED LAW COMPLAINT SYSTEM ("COMPLAINT SYSTEM" DESCRIBED AT 20 CFR 658 SUBPART E), INFORMATION ON THE OTHER ORGANIZATIONS SERVING MSFWS IN THE AREA, AND A BASIC SUMMARY OF FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.**

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 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.

**C. INCREASING OUTREACH WORKER TRAINING AND AWARENESS ACROSS CORE PROGRAMS INCLUDING THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING ON IDENTIFICATION OF UI ELIGIBILITY ISSUES**

LOMA's are Wagner-Peyser (WP) merit staffco-located at each of the four (4) American Job Centers (AJC) in Hawai'i, Kauai, and Maui Counties and the City and County of Honolulu. All WP staff are trained to assist customers with completing an application for Unemployment Insurance (UI) benefits and works collaboratively with the UI Division (UID) to continuously improve services to UI claimants. UID trains the WP LOMA staff to ensure staff can provide meaningful assistance to individuals with filing their claims and answering common questions to manage their claims. In situations where it requires a more technical response and the LOMA has exhausted the knowledge or the resources available at <http://labor.hawaii.gov/ui>, staff will refer the UI claimants to UID for additional assistance.

The training by the UID allows the LOMA 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 Hawai'i at [www.hirenethawaii.com](http://www.hirenethawaii.com). In the event that a UI claimant requires assistance with a work registration issue on their claim, the WP-LOMA utilizes a formalized

communication process to verify with UI that a claimant has successfully registered in Hirenet as defined in Chapter 383-12, HRS.

By 2025, an MSFW Outreach Team will be established which will consist of the MSFW Outreach Coordinator and a LOMA from each local area. The MSFW Outreach Team will conduct training for one-stop partners and core programs on an annual basis to increase awareness of MSFW rights and the employment services available to them. The LOMA will also be available to provide such MSFW training as needed for their local area upon request.

**D. PROVIDING STATE MERIT STAFF OUTREACH WORKERS PROFESSIONAL DEVELOPMENT ACTIVITIES TO ENSURE THEY ARE ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS**

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.

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.

**E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS**

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 most outreach activities. The SMA, LOMAs and NFJP will continue to collaborate on 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. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM**

Describe the State agency's proposed strategies for:

**A. PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:**

**I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS**

**II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES**

The WIOA Title 1 section 167 grantee in Hawai'i, 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 Hawai'i 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.

Farmworkers have unique service needs. A variety of employment services are 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 Hawai'i 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 needed 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 Hawai'i, 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 Hawai'i 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 other covered persons. Having individuals aware of the priority of service rule prepares them to understand that military veterans and covered persons will receive staff assisted services ahead of non-veterans when seeking assistance at the Centers. On the other hand, if a farmworker is identified by staff as a veteran, the individual will be aware that he or she is able to access staff assistance ahead of other farmworkers and non-veterans.

Hawaii DLIR WDD currently administers an Agriculture Workforce Advisory Board which provides mini grants on an annual basis to fund projects aimed at increasing the agriculture workforce development pipeline. These mini grants have helped grow interest and awareness of opportunities for Hawaii's youth in the field of agriculture.

By PY 2025, WDD will have in place a dedicated MSFW outreach coordinator who will oversee outreach efforts of the LOMAs in each of the State's local areas. Each local area LOMA will identify employers through H2A job order requests in Hirenet Hawaii and conduct on-site visits within their local jurisdiction on a regularly scheduled basis.

The MSFW Outreach team will also be tasked with spearheading an Annual Agricultural Outreach Event. The purpose of this event will be to increase awareness of both Farmworkers and Ag employers and to promote training and employment opportunities within the State. WDD will also utilize this event to promote its outreach efforts and increase awareness of farmworker rights, employment services, and other social services available to both employers and farmworkers.

#### **B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS**

Information on the job service complaint system is included in the informational briefings to customers at outreach events or during orientation of services at the AJCs. A brochure was developed to specifically promote services to farmworkers and agriculture employers. The

brochure includes information about the complaint system, farmworker rights, language assistance, career guidance, National Farmworker Jobs Program, other relevant employment services, and contact information for all WDD local offices. In addition, information about the MSFW complaint system is now available on Hawai'i's web-based labor exchange information system, HireNet Hawai'i ([www.hirenethawaii.com](http://www.hirenethawaii.com)).

#### C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM FOR U.S. WORKERS (ARS) TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

A brochure developed to promote services to farmworkers including contact information for the AJCs statewide is available for distribution to customers at outreach events or during orientation of services at the AJCs. 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 created banners for each local area for use at job fairs and other employer events to promote awareness of employment services provided by the AJC. Customers will have a choice on how they will access government services as more and more jobseekers feel comfortable to access services through the internet. In promoting the full array of services at the AJCs, outreach staff are 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, most 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. OTHER REQUIREMENTS

#### A. COLLABORATION

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

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 Hawai'i; marketing information; job fairs, etc. Employers utilize HireNet Hawai'i ([www.hirenethawaii.com](http://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

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

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 Hawai'i 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 Hawai'i Department of Labor and Industrial Relations, Workforce Development Division web site at [www.labor.hawaii.gov/wdd](http://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](mailto:Kevin.K.Kimizuka@hawaii.gov).

(808) 984-2091

As of March 1, 2024, no public comment has been received by the DLIR.

### C. DATA ASSESSMENT

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

The 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 include referred to employment, received staff assisted services, job development contact, and individualized career guidance. In the last 4 years, the State has met the MSFW federal performance indicators approximately 41% of the time. The American Job Centers has a quarterly average of 53 MSFW participants as compared to an average of 6,017 of non-MSFW 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.

In the past, required services were delivered once the target client made the initial contact with the AJC/WDD staff. In addition, due to staffing shortages, agriculture employers and farmworker outreach occurred periodically. Thus, services targeting Hawaii's Agricultural industry had taken a reactive rather than proactive approach.

The SWA will assign a dedicated MSFW Outreach Coordinator to establish an MSFW Outreach Team along with the LOMA staff (Statewide) to provide ES services using a proactive approach. Each assigned outreach staff person will be trained on their responsibilities in identifying farms within their local area and conducting outreach services to these farming communities in a consistently scheduled manner. The MSFW Outreach Team will also organize an Annual Agricultural Outreach Event to increase awareness of farmworker rights, employment services, and other social services available to both employers and farmworkers within the State. This will greatly improve the state's provision of services to align with the goals of the Agricultural Outreach Plan.

### D. ASSESSMENT OF PROGRESS

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

Although Hawai'i had minimal physical outreach efforts in PY 2019, information about MSFW services is available at each of the four AJCs. Hawai'i intended to expand its outreach efforts in PY 2020, however, due to challenges with the pandemic and face to face/physical contact restrictions, Wagner-Peyser staff were only able to provide basic and individualized career services, via phone or virtually, at each of the AJCs. In addition, Wagner-Peyser staff continue to screen records in the State's data system, HireNet Hawai'i, and provide outreach to the MSFW population.



In PY 2021, a part-time SMA on Maui was assigned to oversee the statewide MSFW outreach and service delivery, and a LOMA was designated to represent each of the other islands (Hawai'i, Oahu, Kauai).

In PY 2022, outreach efforts included two virtual technical assistance meetings and in-person technical assistance visits to local offices on Hawai'i county, the largest Ag producer in the State. The first meeting included all line staff and reiterated the parameters and responsibilities for MSFW outreach and services delivered through the AJCs. The second meeting was specific to the LOMA's and Local Office Managers, covering the duties of the LOMA's and the outreach goals for each of the Counties.

The plan was challenged by a shortage of staffing and hiring restrictions at the local level in PY 2022. However, an increase in staffing at the local level in PY 2023 will now provide an opportunity to dedicate more staffing resources towards outreach efforts to Hawai'i's farmworkers and provide more direct services to those in need. Hawai'i intends to continue expanding its outreach efforts in PY 2024 with an assigned staff person from each of the local offices in addition to the LOMA. In addition, the SMA will provide in-person technical assistance to each local office including visits to local area farms.

The SMA, LOMAs, and local office staff will increase collaborative efforts with MEO's NFJP staff to expand on the present outreach and direct services to MSFWs statewide. Strategically planned efforts will increase the service delivery effort by interacting with additional MSFW employers and workers.

#### E. STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The State Monitor Advocate has provided oversight of this plan and has reviewed and approved it.

#### WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

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
5. The SWA has established and maintains a self-appraisal system for ES operations to determine success in reaching goals and to correct deficiencies in performance (20 CFR 658.601).	Yes

**WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS**

**Performance Goals for the Core Programs**

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as

“baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not

required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	54.0%	57.0%	54.0%	57.0%
Employment (Fourth Quarter After Exit)	52.0%	61.0%	52.0%	61.0%
Median Earnings (Second Quarter After Exit)	\$6,500	\$8,300	\$6,500	\$8,300
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 <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

#### PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

##### A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency has aligned its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The Hawaii State Department of Education (HIDOE) is the eligible agency for the Adult Education Family Literacy Act (AEFLA) grant funds, Title II of the Workforce Innovation and Opportunity Act (WIOA) for Hawaii. The state director for adult education is responsible for administering funds and providing oversight to grantees and is located in the Office of Curriculum and Instructional Design.

The Hawaii State Board of Education Policy 800-1 Content Standards for Adult Community Schools requires programs where learners are working to attain a high school diploma equivalency; the Community Schools for Adults should address the Board of Education approved statewide content and performance standards.

Hawaii State Board of Education Approved Statewide Content and Performance Standards as adopted under 20 U.S.C. 6311(b)(1)	Approved
Hawaii Common Core Standards for English Language Arts and Mathematics	June 2010
Next Generation Science Standards	February 2016
Hawaii Core Standards for Social Studies	October 2018

The HIDOE supports the College and Career Readiness Standards (CCRS) for Adult Education. 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 chosen by a panel of experts. The CCRS is recommended in a 2013 report commissioned by the U.S. Department of Education, Office of Career, Technical, and Adult Education.

Eligible providers of AEFLA adult education services in Hawaii must meet all applicable AEFLA regulations as part of the AEFLA competition of funds application. This includes 34 CFR 463 requirements to implement State adult education content standards aligned with State-adopted challenging academic content standards to meet program requirements such as English Language Acquisition and Integrated Education and Training. The AEFLA competition of funds application also requires eligible providers to address how it will utilize the CCRS in adult education services to support the Hawaii WIOA State plan and AEFLA program-specific requirements in the plan.

#### B. LOCAL ACTIVITIES

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

##### ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;

- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
  1. 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
  2. Is for the purpose of educational and career advancement.

**Special Rule.** Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

The HDOE will use a U.S. Department of Education, Office of Career, Technical and Adult Education, approved competitive four-year grant award process subject to renewal or continuation annually. The HDOE is conducting an AEFLA competition of funds for program years 2024 through 2027 in February 2024. The next AEFLA competition of funds will be for program years 2028 through 2031 in February 2028.

The award process will meet the requirements of 34 CFR 463 Subpart C, *How Does a State Make an Award to Eligible Providers?* And evaluate the eligible provider's ability to address the considerations in section 231(e) of WIOA. It will be available to all eligible providers in Hawaii as defined in 34 CFR § 463.23 *Who is eligible to apply for a grant or contract for adult education and literacy activities?*

Applicants must meet the demonstrated effectiveness determination in 34 CFR § 463.24 *How must an eligible provider establish that it has demonstrated effectiveness?* to be eligible for an award.

Applicants who meet the demonstrated effectiveness determination will continue with the application process to provide Adult Education and Literacy Activities in Section 203 of WIOA and address the remaining application requirements, including the following.

- Identify which adult education services will be offered under section 231 of WIOA.
  - Adult Basic Education
  - Family Literacy Activities
  - Workplace Adult Education and Literacy Activities

- English Language Acquisition Program
- Adult Secondary Education
- Integrated Education and Training
- How will AEFLA funds be expended for the selected adult education services?
- Submission of Cooperative Agreements
- Alignment with Hawaii Workforce Development Board Plans
- American Job Center Hawaii (One-Stop) Responsibilities
- Alignment with the Hawaii State WIOA Plan
- Aligning of College and Career Readiness Standards
- Aligning of English Language Proficiency Standards for English Learners
- How will the Adult Education Program (AEP) Objectives in the Hawaii State WIOA Plan be addressed?
- Addressing the Considerations in section 231(e) of WIOA
- Budget Proposal
- Personnel to Provide Adult Education Services

Applications will be evaluated by a committee of representatives from core partners trained in using a rubric included with the application.

To meet the requirements of 34 CFR § 463.21 *What processes must be in place to determine the extent to which a local application for grants or contracts to provide adult education and literacy services is aligned with a local plan under section 108 of WIOA?* The workforce development boards of each region will review the applications for alignment with their local plan using guidance provided by the HIDOE and provide feedback using a rubric to indicate the level of alignment with the local plan.

82.5% of AEFLA funds received by HIDOE will be awarded to provide adult education services as required by 29 USC §3302 *State distribution of funds; matching requirement.*

Eligible providers selected to receive AEFLA funds may use up to 5% of the award for local administrative costs. If the 5% is insufficient, the amount may be increased by the HIDOE according to 34 CFR § 463.25 *What are the requirements related to local administrative cost limits?* Local administrative costs include the following based on § 463.26 *What activities are considered local 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; and

- Carrying out the one-stop partner responsibilities described in § 678.420, including contributing to the infrastructure costs of the one-stop delivery system.

Adult Education and Literacy Activities (Section 203 of WIOA) funded by a competitive four-year grant award have the following scope, content, and organization in common.

Scope

Adult education and literacy activities consist of academic instruction and education services below the postsecondary level.

Content

Adult education and literacy activities use HIDOE-approved content standards in English Language Arts, Mathematics, and English Language Acquisition.

Organization

Instruction and assessment in adult education and literacy activities are organized into six educational functional levels. Each level corresponds roughly to two grade levels, in K-12 terms, except for Level E of the CCR Standards and Level 5 of ELP Standards, which combines the critical concepts of grades 9 through 12.

National Reporting System Educational Functioning Level Descriptors	Corresponding College and Career Readiness (CCR) Standards for Adult Education
Level 1: Beginning Literacy	Level A of the CCR Standards
Level 2: Beginning Basic	Level B of the CCR Standards
Level 3: Low Intermediate	Level C of the CCR Standards
Level 4: High Intermediate	Level D of the CCR Standards
Level 5: Low Adult Secondary	Level E of the CCR Standards
Level 6: High Adult Secondary	Level E of the CCR Standards
National Reporting System Educational Functioning Level Descriptors	Corresponding English Language Proficiency (ELP) Standards for Adult Education
Level 1: Beginning ESL Literacy	K, 1, 2-3, 4-5, 6-8, and 9-12
Level 2: Low Beginning ESL	ELP Standards for AE Level 1
Level 3: High Beginning ESL	ELP Standards for AE Level 2
Level 4: Low Intermediate ESL	ELP Standards for AE Level 3
Level 5: High Intermediate ESL	ELP Standards for AE Level 4
Level 6: Advanced ESL	ELP Standards for AE Level 5

Adult Education and Literacy Activities (Section 203 of WIOA) funded by a competitive four-year include the following.

Adult education

Adult education means academic instruction and education services below the postsecondary level that increase an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or



its recognized equivalent; transition to postsecondary education and training; and obtain employment.

### Literacy

Literacy means an individual's ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

### Workplace adult education and literacy activities

Workplace adult education and literacy activities mean adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an offsite location that is designed to improve the productivity of the workforce.

### Family literacy activities

Family literacy activities mean activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:

- Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
- Interactive literacy activities between parents or family members and their children.
- 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.
- An age-appropriate education to prepare children for success in school and life experiences.

### English language acquisition activities

English language acquisition activities mean an English language acquisition program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language, and that leads to—

- (I) attainment of a secondary school diploma or its recognized equivalent, and
- (II) transition to postsecondary education and training or Employment.

### Integrated English literacy and civics education

Integrated English literacy and civics education means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

### Workforce preparation activities

Workforce preparation activities mean activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for a

successful transition into and completion of postsecondary education or training, or employment.

Integrated education and training

Integrated education and training means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Workforce preparation activities means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

Training services may include-occupational skills training, including training for nontraditional employment;

- on-the-job training;
- incumbent worker training in accordance with subsection (d)(4) 29 USC §3174;
- programs that combine workplace training with related instruction, which may include cooperative education programs;
- training programs operated by the private sector;
- skill upgrading and retraining; and
- entrepreneurial training.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate programs that provide any of the following correctional educational programs identified in section 225 of WIOA:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The HDOE will use a U.S. Department of Education, Office of Career, Technical and Adult Education, approved competitive four-year grant award process subject to renewal or continuation annually.

The award process will meet the requirements of 34 CFR 463 Subpart C, *How Does a State Make an Award to Eligible Providers?* And evaluate the eligible provider's ability to address the considerations in section 231(e) of WIOA. It will be available to all eligible providers in Hawaii as defined in 34 CFR § 463.23 *Who is eligible to apply for a grant or contract for adult education and literacy activities?*

Applicants must meet the demonstrated effectiveness determination in 34 CFR § 463.24 *How must an eligible provider establish that it has demonstrated effectiveness?* to be eligible for an award.

Applicants who meet the demonstrated effectiveness determination will continue with the application process to provide corrections education services identified in section 225 of WIOA and address the remaining application requirements, which include the following.

- How will AEFLA funds be expended for corrections education services in the state to serve felony offenders in all jails and prisons in Hawaii? Programs include:
  - Adult education and literacy activities;
  - Special education, as determined by the eligible agency;
  - Integrated education and training;
  - Career pathways;
  - Concurrent enrollment;
  - Peer tutoring; and
  - Transition to re-entry initiatives and other post-release-services with the goal of reducing recidivism.
- Prioritization of participants in the program. 29 USC §3305 (c) Priority - Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.
- Submission of cooperative agreements
- Alignment with Hawaii Workforce Development Board plans
- American Job Center Hawaii (One-Stop) responsibilities
- Alignment with the Hawaii State WIOA Plan
- Aligning of College and Career Readiness Standards

- Aligning of English Language Proficiency Standards for English Learners
- How will the Adult Education Program (AEP) objectives in the Hawaii State WIOA plan be addressed?
- Addressing the considerations in section 231(e) of WIOA
- Budget proposal
- Personnel to provide correction education services

Applications will be evaluated by a committee of representatives from core partners trained in using a rubric included with the application.

To meet the requirements of 34 CFR § 463.21 *What processes must be in place to determine the extent to which a local application for grants or contracts to provide adult education and literacy services is aligned with a local plan under section 108 of WIOA?* The workforce development boards of each region will review the applications for alignment with their local plan using guidance provided by the HIDOE and provide feedback using a rubric to indicate the level of alignment with the local plan.

82.5% of AEFLA funds received by the HIDOE will be awarded to provide adult education services as required by 29 USC §3302. *State distribution of funds; matching requirement.* Up to 20% of the 82.5% of AEFLA funds will be awarded for Corrections Education according to 34 CFR § 463.61 *How does the eligible agency award funds to eligible providers under the program for Corrections Education and Education of other Institutionalized Individuals?*

Eligible providers selected to receive AEFLA funds may use up to 5% of the award for local administrative costs. If the 5% is insufficient, the amount may be increased by the HIDOE according to 34 CFR § 463.25 *What are the requirements related to local administrative cost limits?* Local administrative costs include the following based on § 463.26 *What activities are considered local 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; and
- Carrying out the one-stop partner responsibilities described in § 678.420, including contributing to the infrastructure costs of the one-stop delivery system.

#### D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the eligible agency will, using the considerations specified in section 231(e) of WIOA and in accordance with 34 CFR 463 subpart C, fund eligible providers to establish or operate Integrated English Literacy and Civics Education (IELCE) programs under section 243 of WIOA. Describe how adult English language learners, including professionals with degrees and credentials in their native countries, are served in IELCE programs.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be offered in combination with integrated education and training activities found in 34 CFR section 463.36.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation.

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.

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.

### Funding Eligible Providers

The HDOE will use a U.S. Department of Education, Office of Career, Technical and Adult Education, approved competitive four-year grant award process subject to renewal or continuation annually.

The award process will meet the requirements of 34 CFR 463 Subpart C, *How Does a State Make an Award to Eligible Providers?* And evaluate the eligible provider's ability to address the considerations in section 231(e) of WIOA. It will be available to all eligible providers in Hawaii as defined in 34 CFR § 463.23 *Who is eligible to apply for a grant or contract for adult education and literacy activities?*

Applicants must meet the demonstrated effectiveness determination in 34 CFR § 463.24 *How must an eligible provider establish that it has demonstrated effectiveness?* to be eligible for an award.

Applicants who meet the demonstrated effectiveness determination will continue with the application process to provide an Integrated English Literacy and Civics Education (IELCE) program under section 243 of WIOA and address the remaining application requirements, which include the following.

- How will AEFLA IELCE funds be expended for an IELCE program and services in the state consistent with 34 CFR § 463.73 What are the requirements for eligible providers that receive funding through the Integrated English Literacy and Civics Education program?
  - An IELCE under section 243 of WIOA is defined as having the following.
    - Education services are provided to English language learners who are adults, including professionals with degrees or credentials in their native countries. 34 CFR § 463.33 What are integrated English literacy and civics education services?
    - Educational services must be delivered in combination with integrated education and training activities. 34 CFR § 463.70 What is the Integrated English Literacy and Civics Education program?

- Education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training. 34 CFR § 463.33 What are integrated English literacy and civics education services?
- Education services must 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 and
  - Integrate with the local workforce development system and its functions to carry out the activities of the program. 34 CFR § 463.73 What are the requirements for eligible providers that receive funding through the Integrated English Literacy and Civics Education program?
- Submission of cooperative agreements
- Alignment with Hawaii Workforce Development Board plans
- American Job Center Hawaii (One-Stop) responsibilities
- Alignment with the Hawaii State WIOA Plan
- Aligning of College and Career Readiness Standards
- Aligning of English Language Proficiency Standards for English Learners
- How will the Adult Education Program (AEP) objectives in the Hawaii State WIOA plan be addressed?
- Addressing the considerations in section 231(e) of WIOA
- Budget proposal
- Personnel to provide an IELCE

Applications will be evaluated by a committee of representatives from core partners trained in using a rubric included with the application.

To meet the requirements of 34 CFR § 463.21 *What processes must be in place to determine the extent to which a local application for grants or contracts to provide adult education and literacy services is aligned with a local plan under section 108 of WIOA?* The workforce development boards of each region will review the applications for alignment with their local plan using guidance provided by the HODOE and provide feedback using a rubric to indicate the level of alignment with the local plan.

AEFLA funds received for IELCE by the HODOE will be awarded to provide IELCE services as required by the Grant Award Notification from the U.S. Department of Education.

Eligible providers selected to receive AEFLA funds may use up to 5% of the award for local administrative costs. If the 5% is insufficient, the amount may be increased by the HODOE according to 34 CFR § 463.25 *What are the requirements related to local administrative cost*

*limits? Local administrative costs include the following based on § 463.26 What activities are considered local 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; and
- Carrying out the one-stop partner responsibilities described in § 678.420, including contributing to the infrastructure costs of the one-stop delivery system.

#### IELCE in Combination with Integrated Education and Training

Eligible providers that are awarded IELCE funds must establish a state-approved Integrated Education and Training (IET) program that meets the requirements in § 463.35 *What is integrated education and training?*, § 463.36 *What are the required components of an integrated education and training program funded under title II?*, and § 463.37 *How does a program providing integrated education and training under title II meet the requirement that the three required components be “integrated”?* This is accomplished by submitting to the HIDEOE an application for a state-approved IET program and approval of the application. IELCE participants must be offered enrollment in the state-approved IET to meet the IELCE program requirements in § 463.70 *What is the Integrated English Literacy and Civics Education program?*

#### IELCE Instruction

Eligible providers that apply for IELCE funds in the AEFLA competition of funds must describe in their application how they will use funds to meet the requirements in § 463.73 *What are the requirements for eligible providers that receive funding through the Integrated English Literacy and Civics Education program?* This includes instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation. Eligible providers awarded IELCE funds are monitored annually by the HIDEOE to ensure the award commitments are met.

#### Preparation and Placement in in-demand industries and occupations that lead to economic self-sufficiency

Eligible providers that apply for IELCE funds in the AEFLA competition of funds must describe in their application how they will use funds to meet the requirements in § 463.73 *What are the requirements for eligible providers that receive funding through the Integrated English Literacy and Civics Education program?* This includes the preparation of 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.

Eligible providers awarded IELCE funds must establish a state-approved IET program and offer enrollment to participants to fulfill this requirement of an IELCE program. In addition, eligible providers awarded IELCE funds are monitored annually by the HIDEOE to ensure the award commitments are met.

#### Integration with the local workforce development system

Eligible providers that apply for IELCE funds in the AEFLA competition of funds must describe in their application how they will use funds to meet the requirements in § 463.73 *What are the requirements for eligible providers that receive funding through the Integrated English Literacy and Civics Education program?* This includes integrating the IELCE program services with the local workforce development system and its functions to carry out the program's activities.

Eligible providers awarded IELCE funds must establish a state-approved IET program and offer enrollment to IELCE participants to fulfill the requirements of an IELCE program. A state-approved IET program must include a career pathway essential to the local workforce development system. In addition, eligible providers awarded IELCE funds are monitored by the HIDOE annually to ensure the award commitments are met.

#### E. STATE LEADERSHIP

##### 1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

The HIDOE will use 55% of the 12.5% of AEFLA grant funds allowable for leadership activities under WIOA section 222(a)(2) for the salary and fringe benefits for a HIDOE educational specialist to carry out the required and permissible State Leadership activities. The remaining funds will be used for required and permissible leadership activities to support the local service provider.

##### Required Activity 1 - Alignment with Core Programs, One-Stop Partners, and Eligible Providers to implement the State plan strategy

The Hawaii WIOA State Plan 2024-2027 includes four strategies to achieve the strategic vision for Hawaii's workforce:

1. Alignment with Economic Growth
2. Education and Training Alliances
3. Inclusivity and Equity
4. Workforce Synergy

The HIDOE in program years 2024 - 2027 will utilize funds for activities described in WIOA section 223(a)(1)(A) to implement the State plan strategies as described below.

##### Strategy 1: Alignment with Economic Growth

The HIDOE will continue developing written guidance and processes for the local provider on a state-approved IET and its required components, including a career pathway. The career pathway aligns the local provider with core partners and One-Stop partner activities. An IET addresses the skill gap for high-demand and high-growth areas described in the rationale for the Alignment and Economic Growth strategy of the Hawaii WIOA State Plan.

##### Strategy 2: Education and Training Alliance

The HIDOE will facilitate Memoranda of Agreement and Memoranda of Understanding for the workforce training needs of the local provider implementing an IET. Formal partnerships with education and training institutions support the rationale for the Education and Training Alliance strategy of the Hawaii WIOA State Plan.

##### Strategy 3: Inclusivity and Equity



HIDOE will utilize market research services to identify vulnerable populations in the state eligible for AEFLA services and their proximity to local providers. The information will be used for local providers to outreach to this population with AEFLA services. The Inclusivity and Equity strategy rationale in the Hawaii WIOA State Plan focuses on the underrepresented communities and equipping them with skills to prosper and have a better life for themselves and their families.

#### Strategy 4: Workforce Synergy

The HIDOE will continue to work with core partners to improve data sharing for program improvement purposes, National Reporting System (NRS) requirements, and improving resource utilization. The HIDOE will start using unemployment insurance data matching for the 2024 program year NRS reports and will work with core partners to establish data-sharing for co-enrollment in the program year 2025. The HIDOE will work with the One-Stop to streamline and align services by co-developing and coordinating career services training required by all partners. Data sharing and training consolidation support the Hawaii WIOA State Plan rationale of maximizing resource utilization and fostering collaborations for the Workforce Synergy strategy.

#### Required Activity 2 - High Quality Professional Development System

The HIDOE in program years 2024 - 2027 will utilize funds for the following activities described in WIOA section 223(a)(1)(B), high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b).

#### External Evaluation of the CCRS Implementation

The HIDOE will provide sustained professional development to the local provider in instructional areas identified by an external evaluation of the CCRS implementation by the local provider in the following programs.

- Adult Basic Education
- English Language Acquisition Program
- Adult Secondary Education
- Integrated Education and Training

Professional development will be multi-tiered for administrators, staff, and teachers, and multiple in-person sessions will be offered in the state, as well as participation in conferences and online training modules.

#### Internal Evaluation of Local Providers

The HIDOE will provide professional development to the local provider teachers and staff through online training modules in areas needing improvement commonly identified in desk monitoring reports, onsite monitoring, and a participant exit survey report.

In addition to online training modules, in areas identified as performance and instruction-related, funds will be used to provide professional development sessions to the local provider specific to the area of improvement, including information on effective models and research-based practices.

#### Required Activity 3 - Technical Assistance to Eligible Providers

The HODOE in program years 2024 - 2027 will utilize funds to provide technical assistance to the local providers as described in WIOA section 223(a)(1)(C) through the following activities.

#### Create the Hawaii AEFLA Guidelines

The HODOE will complete the Hawaii AEFLA Guidelines document, which includes written guidance and procedures in all areas related to the AEFLA program, including areas described in WIOA section 223(a)(1)(C), which includes the following.

- Data quality and data system requirements
- Assessment procedures and requirements
- Fiscal procedures and requirements
- One-stop responsibilities and requirements
- Procedures and requirements for monitoring the local provider

The Hawaii AEFLA Guidelines document will be an essential part of providing technical assistance to the local provider.

#### Technical Assistance Based on Monitoring

Technical assistance will be provided for the local provider based on desk monitoring reports, onsite monitoring, and a participant exit survey report. This includes the areas in WIOA section 223(a)(1)(C)(i), (ii), and (iii). Technical assistance will be provided through quarterly meetings with the local provider when the area of improvement applies to most local provider sites. Individual technical support sessions will be provided for areas of improvement unique to the local provider site and in support of the local provider site's corrective action plan requirements.

#### Required Activity 4 - Monitoring and Evaluation

The activities the HODOE will fund under section 223(a)(1)(D) for program years 2024 - 2027 include the implementation of guidelines and processes for desk monitoring and onsite monitoring of local providers and the development and operation of an online exit survey for all local provider participants. The guidelines, processes and online exit survey will ensure ongoing, consistent program quality monitoring by the HODOE and improvement of local provider services.

The implementation of desk monitoring guidelines includes the HODOE review of local provider monthly fiscal expenditure reports for reimbursement and annual budget requests, analyzing disaggregated National Reporting System data reports by individual local provider sites, and reviewing AEFLA regulatory requirements being met by the local provider. A desk monitoring report for each local provider site communicates the review results. The local provider addresses areas of improvement in the report through a corrective action plan with technical assistance and professional development support from the HODOE, which may include providing information on effective practices used by other local provider sites. Onsite monitoring will be conducted as needed based on the results of the corrective action plan.

The development and operation of an online exit survey for all local provider participants will result in an annual report to evaluate whether required AEFLA services were provided to participants. The information from the report will be used to improve access to AEFLA services and contribute to assessing the quality of the local provider.

## 2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

The HIDEOE will use available leadership funds for permissible activity (L) Outreach to instructors, students, and employers under section 223(a)(2). A multi-year contract with a Hawaii-based media company will continue an AEFLA services outreach campaign through television, digital platforms, and social media.

### F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II. Describe how the eligible agency will take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA. Describe how the eligible agency will use evaluations, data analysis, program monitoring, or other methods to improve the quality of adult education activities in the State.

The HIDEOE will assess the quality of local providers of adult education and literacy services, in the areas of Adult Basic Education, English Language Acquisition, Adult Secondary Education, and Integrated Education and Training, through desk monitoring, onsite monitoring as needed, a participant exit survey, and external evaluation.

#### Desk Monitoring, Onsite Monitoring, Exit Survey

The desk monitoring is conducted annually. It includes the HIDEOE reviewing information from monthly fiscal expenditure reports for reimbursement and annual budget requests, analyzing disaggregated National Reporting System data reports by individual local provider sites, and reviewing AEFLA regulatory requirements being met by the local provider.

An annual report will be created to determine if AEFLA services were provided to participants at each local provider site using participant exit survey data.

The review results by the HIDEOE will be contained in a desk monitoring report for each local provider site. The report will be shared and reviewed with each local provider site in a desk monitoring meeting. The local provider site will address areas that require improvement by submitting a corrective action plan with technical assistance or professional development from the HIDEOE to support the corrective action plan activities.

Local provider sites that do not demonstrate improvement in the identified areas in the desk monitoring report will receive onsite monitoring to interview staff and understand the issues with improving the identified areas. The HIDEOE will further assist the local provider site, including using external expertise.

Recurring areas of improvement to multiple local provider sites will be identified, and online training modules for local provider staff will be developed to support the improvement of the program. In addition to online training modules, areas identified as performance and instruction-related will receive professional development sessions specific to the area of improvement, including information on effective models and research-based practices.

#### External Evaluation of the CCRS Implementation

The HIDEOE will, in the program year 2024, use an external evaluation of the CCRS Implementation by the local provider to assess quality in the following programs.

- Adult Basic Education
- English Language Acquisition Program

- Adult Secondary Education
- Integrated Education and Training

Sustained professional development will be provided to the local provider in instructional areas identified as needing improvement by the external evaluation. Professional development will be multi-tiered for administrators, staff, and teachers, and multiple in-person sessions will be offered in the state, as well as participation in conferences and online training modules.

#### ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

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 assurances that:

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	Yes

The State Plan must include	Include
supplement-not-supplant requirement);	
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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

**Statement for Loan Guarantees and Loan Insurance**

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Please download and sign the forms below. Please scan and return the forms to [wioa@ed.gov](mailto:wioa@ed.gov) at the same time you submit your State Plan via the portal.

1. SF424B - Assurances – Non-Construction Programs  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
2. Grants.gov - Certification Regarding Lobbying  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)

<b>APPLICANT'S ORGANIZATION</b>	<b>Enter information in this column</b>
Applicant's Organization	Hawaii State Department of Education
<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	<b>Enter information in this column</b>
First Name	Winston
Last Name	Sakurai
Title	State Director
Email	winston.sakurai@k12.hi.us

**SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)**

**EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES**

OMB Control Number 1894-0005 Expiration 02/28/2026

**Section 427 of the General Education Provisions Act (GEPA)** (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.

### **GEPA Section 427 Form Instructions for State Applicants**

#### **State applicants must respond to the following four questions:**

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.
- Applicants are not required to have mission statements or policies that align with equity to apply.
- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

### **GEPA Section 427 Instructions to State Applicants for their Subrecipient Applicants**

The State grantee provides a subrecipient applicant seeking Federal assistance instructions and guidance for how it must comply with the GEPA Section 427 requirement. The State grantee determines the form and content of the information a subrecipient applicant must include in its

application regarding the steps it proposes to take to ensure equitable access to, and equitable participation in, its local-level project or activity. For example:

- The State grantee may require its subrecipient applicant to use and submit the GEPA Section 427 form that it is required to submit to the Department; or
- The State grantee may use a State-developed form that is sufficient to meet the GEPA Section 427 requirement.
- The State grantee maintains the subrecipient applicants' responses in the State office.

Please refer to GEPA 427 - Form Instructions for AEFLA Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

***Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.***

*GEPA 427 - Form Instructions for AEFLA Application Package*

***State applicants must respond to four questions.***

***The first of four questions is:***

*Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.*

The HODOE ensures equitable access and participation in public education through administrative rules, policies, and the distribution of informational materials.

Hawaii Administrative Rules Title 8 Subtitle 2 Part 1 Chapter 19 addresses discrimination, harassment, bullying, and/or retaliation.

Hawaii Board of Education Policy 305-10 Anti-Harassment, Anti-Bullying, and Anti-Discrimination Against Student(s) By Employees strictly prohibits discrimination, including harassment, by any employee against a student based on the following protected classes: race, color, national origin, sex, physical or mental disability, and/or religion. In addition to the above protected bases, the Department of Education strictly prohibits any form of harassment and/or bullying based on the following: gender identity and expression, socio-economic status, physical appearance and characteristic, and sexual orientation.

The HODOE distributes the following information, which is available in 15 languages.

- An Annual Notice of Non-Discrimination and Anti-Harassment Statement
- Equal Educational Opportunity brochure
- Interim Grievance Procedures for Sexual Harassment



- Guidance on Supports for Transgender Students

The HDOE also complies with federal non-discrimination laws.

- Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in schools and colleges receiving federal funding.
- Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities in federal funding.
- The Americans with Disabilities Act (ADA) is a comprehensive civil rights law that prohibits discrimination and guarantees that people with disabilities have the same rights and opportunities as everyone else
- Section 504 is A civil rights law that ensures that a student with a disability has equal access to an education.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

**Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.**

GEPA 427 - Form Instructions for AEFLA Application Package

**State applicants must respond to four questions.**

**The second of four questions is:**

*Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?*

Barriers to equitable access and participation in adult education and literacy activities may include, but is not limited to:

- Individuals who immigrated from another country and have difficulty speaking and understanding English.
- Individuals with disabilities that require accommodations such as modifications to assessment administration.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

**Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a**

*description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.*

GEPA 427 - Form Instructions for AEFLA Application Package

**State applicants must respond to four questions.**

**The third of four questions is:**

*Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?*

The HIDEOE AEFLA funds competition application for eligible providers includes a grant requirements section describing the applicable federal regulations and 34 CFR part 81 of the General Education Provisions Act (GEPA). The application also requires submitting the GEPA 427 form and responses to 34 CFR 463.20 (d) Considerations In Awarding Grants or Contracts for Adult Education and Literacy Activities to Eligible Providers that address barriers to equitable access and participation in adult education and literacy activities.

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

**Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity. The State applicant is also responsible for ensuring that its subrecipient applicants complete the GEPA Section 427 form or a State developed form that sufficiently meets the GEPA Section 427 requirement for any local-level-project and activity and maintains the subrecipients' responses in the State office.**

GEPA 427 - Form Instructions for AEFLA Application Package

**State applicants must respond to four questions.**

**The final of four questions is:**

*What is your timeline, including targeted milestones, for addressing these identified barriers?*

Targeted milestones for addressing the identified barriers include annual desk monitoring of the eligible provider of adult education and literacy activities as required by 2 CFR § 200.303 Internal Controls. Desk monitoring occurs in March of each year and includes a review of the implementation of the section 427 statement provided by the eligible provider in their AEFLA funds competition application.

## ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

### Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	15.0%	20.0%	15.2%	20.5%
Employment (Fourth Quarter After Exit)	13.5%	22.0%	13.7%	22.5%
Median Earnings (Second Quarter After Exit)	\$6,000	\$6,000	\$6,200	\$6,200
Credential Attainment Rate	7.0%	17.0%	7.5%	17.5%
Measurable Skill Gains	37.5%	37.5%	37.7%	37.7%
Effectiveness in	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Serving Employers				

1

*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

**PROGRAM-SPECIFIC REQUIREMENTS FOR STATE VOCATIONAL REHABILITATION  
(COMBINED OR GENERAL)**

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by sections 101(a) and 606 of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

**A. STATE REHABILITATION COUNCIL.**

**1. ALL VR AGENCIES, EXCEPT FOR THOSE THAT HAVE AN INDEPENDENT CONSUMER-CONTROLLED COMMISSION, MUST HAVE A STATE REHABILITATION COUNCIL (COUNCIL OR SRC) THAT MEETS THE CRITERIA IN SECTION 105 OF THE REHABILITATION ACT. THE DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPLICABLE, HAS:**

*Select A or B:*

*(A) is an independent State commission*

*(B) has established a State Rehabilitation Council*

(B) has established a State Rehabilitation Council

**2. IN ACCORDANCE WITH ASSURANCE (A)(1)(B), IF SELECTED, PLEASE PROVIDE INFORMATION ON THE CURRENT COMPOSITION OF THE COUNCIL BY REPRESENTATIVE TYPE, INCLUDING THE TERM NUMBER OF THE REPRESENTATIVE, AS APPLICABLE, AND ANY VACANCIES, AS WELL AS THE BEGINNING DATES OF EACH REPRESENTATIVE'S TERM.**

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Statewide Independent Living Council (SILC)	1	7/2022
Parent Training and Information Center	2	7/2022
Client Assistance Program	1	Exempt

Council Representative	Current Term Number/Vacant	Beginning Date of Term Mo./Yr.
Qualified Vocational Rehabilitation (VR) Counselor (Ex Officio if Employed by the VR Agency)	1	7/2023
Community Rehabilitation Program Service Provider	1	7/2021
Business, Industry, and Labor	1	7/2021
Business, Industry, and Labor	1	7/2023
Business, Industry, and Labor	Vacant	
Business, Industry, and Labor	Vacant	
Disability Advocacy Groups	2	7/2022
Current or Former Applicants for, or Recipients of, VR services	1	7/2021
Section 121 Project Directors in the State (as applicable)	NA	
State Educational Agency Responsible for Students with Disabilities Eligible to Receive Services under Part B of the Individuals with Disabilities Education Act (IDEA)	1	7/2023
State Workforce Development Board	1	7/2023
VR Agency Director (Ex Officio)	1	Exempt
Disability Advocacy Groups	2	7/2022

3. IF THE SRC IS NOT MEETING THE COMPOSITION REQUIREMENTS IN SECTION 105(B) OF THE REHABILITATION ACT AND/OR IS NOT MEETING QUARTERLY AS REQUIRED IN SECTION 105(F) OF THE REHABILITATION ACT, PROVIDE THE STEPS THAT THE VR AGENCY IS TAKING TO ENSURE IT MEETS THOSE REQUIREMENTS.

HDVR and the SRC are aware of the failure to meet 34 CFR §361.17(b)(1)(vi) composition requirement of four representatives of Business, Industry, and Labor with only two. The SRC Membership Committee worked diligently every year, contacting businesses to encourage their participation in the SRC. The SRC secured a Business, Industry, and Labor applicant for consideration and confirmation with the term beginning July 1, 2024, during the SFY2025 Hawaii State Legislative Sessions. The Business, Industry, and Labor representative, whose term expires June 30, 2024, has reapplied to serve their second term and anticipates no objections for consideration and confirmation with the term beginning July 1, 2024, during the

SFY2025 Hawaii State Legislative Sessions. This will bring the number of Business, Industry, and Labor representatives to three. The SRC Membership Committee and the DVR Liaison have regularly met to devise strategies to fulfill the remaining business, industry, and labor representatives. The Community Rehabilitation Provider Program representative, whose term expires June 30, 2024, has reapplied to serve their second term and anticipates no objections for consideration and confirmation with the term beginning July 1, 2024, during the SFY2025 Hawaii State Legislative Sessions.

The SRC has submitted five applicants to the State's Boards and Commissions Office for consideration and confirmation with the term beginning July 1, 2024 during the SFY2025 Hawaii State Legislative Sessions.

1. Representative of Business, Industry, and Labor – New Applicant
2. Representative of Business, Industry, and Labor – Applied for Second Term
3. Representative of Community Rehabilitation Program Service Providers – Applied for Second Term
4. Representative of Current or Former Recipient of Vocational Rehabilitation Services – Applied for Second Term
5. Administrator of the Vocational Rehabilitation Division of the Department of Human Services – New Applicant

The SRC Membership Committee and the DVR Liaison will continue to meet regularly to devise outreach strategies to fulfill all composition requirements.

4. IN ACCORDANCE WITH THE REQUIREMENTS IN SECTION 101(A)(21)(A)(II)(III) OF THE REHABILITATION ACT, INCLUDE A SUMMARY OF THE COUNCIL'S INPUT (INCLUDING HOW IT WAS OBTAINED) INTO THE STATE PLAN AND ANY STATE PLAN REVISIONS, INCLUDING RECOMMENDATIONS FROM THE COUNCIL'S ANNUAL REPORTS, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION AND OTHER COUNCIL REPORTS.

The Hawaii State Rehabilitation Council (SRC) functions to review, analyze and advise DVR regarding the performance of the State unit's responsibilities. In partnership with DVR, it may also evaluate the effectiveness of the VR program.

At SRC quarterly meetings, DVR provides the SRC with agency performance data as well as other information. DVR provides the Consumer Satisfaction Survey report along with a presentation of the results, including a question and answer session to ensure understanding. In addition, DVR provides the Triennial Comprehensive Statewide Needs Assessment Report. The SRC State Plan Committee convenes and presents their recommendations to DVR. DVR takes such recommendations into consideration when revising policies and procedures and incorporates agreed-upon recommendations in its State Plan. The SRC is provided with a DVR Liaison to provide any other additional information and assistance as needed.

The SRC participated in a review and analysis of the FFY 2022 DVR Consumer Satisfaction Survey. The survey aids DVR in enhancing customer outreach and satisfaction. In the SRC's most recent (12/2023) Annual Report, the following statement was provided regarding the SRC's review and analysis of the most recent consumer satisfaction surveys: *"The SRC participated in a review and analysis of the FFY 2022 DVR Consumer Satisfaction Survey. The*

*survey aids DVR in enhancing customer outreach and satisfaction.*" They did not provide any further comments on the consumer satisfaction survey.

Based on its review of the draft DVR portion of the PY 2024-2027 Unified State Plan, the SRC's State Plan Committee provided feedback for DVR administration supporting the draft of the Unified State Plan PY 2024-2027 with the Goals, Priorities, and Strategies. The SRC recommendations were:

1. Increase Employer Engagement and services for DVR Consumers during employment.
2. Consumer access and engagement with DVR services.
3. Empowering transition youth with disabilities to develop self-advocacy skills and access services in underserved areas
4. Empowering transition youth with disabilities to develop self-advocacy skills and access services in underserved areas.
5. Additional Training and Support Needs to include financial literacy, benefits planning, digital literacy assessments and training, and technology resources.

The SRC thanked DVR for responding and including the recommendations that the Needs Assessment Committee provided on the most recent CSNA at the SRC 3rd Quarterly Meeting on May 19, 2023. Following are DVR's priorities, along with associated SRC recommendations:

DVR Priority 1: Increase Employer Engagement

- SRC's Recommendation: #3: Increase Employer Engagement and services for DVR Consumers during employment.

DVR Priority 2: Provide Supported Employment services to individuals with most significant disabilities.

- SRC's Recommendation: #1: Consumer access and engagement with DVR services.

DVR Priority 3: Provide Pre-Employment Transition Services.

- SRC's Recommendation: #4: Empowering transition youth with disabilities to develop self-advocacy skills and access services in underserved areas.

DVR Priority 4: Develop common data collection for Unified State Plan.

- SRC's Recommendation: # 5: Additional Training and Support Needs to include financial literacy, benefits planning, digital literacy assessments and training, and technology resources.

The SRC understands this process will be a joint effort with other state stakeholders. The SRC supports DVR in ensuring that the priorities are presented and implemented, and that it is genuinely a shared statewide plan.

Hawaii's SRC members are dedicated to working with DVR to develop strategic elements of planning to ensure DVR is focusing on the correct targets, and that the partnership is proactive to support community needs. SRC wants DVR to understand that the SRC plays a supportive role for planning services while also being an advocate for individuals with disabilities.



**5. PROVIDE THE VR AGENCY'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS, INCLUDING AN EXPLANATION FOR THE REJECTION OF ANY INPUT AND RECOMMENDATIONS.**

List each recommendation/input followed by the VR agency response

DVR reviewed the following SRC recommendations and provided responses.

1. The SRC recommended increasing employer engagement and providing services for DVR consumers during employment.

DVR's response underscores our shared understanding with the SRC on the importance of employer engagement. We recognize that this can significantly increase the opportunities for DVR participants with disabilities and help employers find the trained talent they seek. To this end, DVR is committed to cultivating Employment First initiative policies and procedures, ensuring that employment is the primary focus for education, training, or support services for anyone with a disability who is eligible to work. DVR accepted the SRC's recommendation for PY 2024 State Plan

2. The SRC recommended empowering transition youth with disabilities to develop self-advocacy skills and access services in underserved areas.

DVR responded and is proactively addressing the SRC's recommendation to empower transition youth with disabilities. Self-advocacy is crucial for their development, and we have planned to ensure they can access self-advocacy training, including soft skills training in communication, self-awareness, accountability, and respect for oneself. This demonstrates our commitment to the SRC's recommendation; therefore, DVR accepted the SRC's recommendation for PY 2024 State Plan.

3. The SRC recommended consumer access and engagement with DVR services.

DVR responded and agreed with the importance of rapid and ongoing engagement with consumers to retain and motivate consumers from the time of referral throughout the VR process. DVR accepted the SRC's recommendation for PY 2024 State Plan.

4. The SRC recommended additional training and support needs, including financial literacy, benefits planning, digital literacy assessments and training, and technology resources.

DVR responded and shared our contract with the University of Hawaii, Center for Disability Studies, to provide Benefits Counseling and Financial Literacy to participants and referrals to the State of Hawaii Digital Literacy Program. DVR accepted the SRC's recommendation for PY 2024 State Plan.

DVR continues to have a productive working relationship with the SRC. DVR historically has not rejected any SRC input and appreciates all their feedback, recommendations, and advocacy to improve VR services for individuals with disabilities.

**B. COMPREHENSIVE STATEWIDE NEEDS ASSESSMENT (CSNA).**

Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

1. THE VR SERVICES NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, INCLUDING:

## A. INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES AND THEIR NEED FOR SUPPORTED EMPLOYMENT;

The Triennial Comprehensive Statewide Needs Assessment (CSNA) is jointly conducted by DVR, the SRC, stakeholders, and the Interwork Institute at San Diego State University (SDSU). Supporting access, awareness, and participation in the CSNA by people with disabilities and stakeholders is a top priority of the SRC. The purpose of the CSNA is to provide DVR and the SRC with information pertinent to the allocation of resources, to the development of VR Section of the Unified State Plan (USP), and to comply with the needs assessment mandate in the Rehabilitation Act of 1973, as amended.

The most current CSNA for FFY 2018-2020 which covers the period of October 1, 2018 - September 30, 2020 was completed in September 2022. DVR and the SRC utilized information from the assessment to address the VR service needs of individuals with disabilities statewide in the Goals and Priorities section in the Program Year (PY) 2024-2027 USP which covers the period of July 1, 2024 – June 30, 2027.

The next CSNA will be for FFY 2021-2023 which covers the period of October 1, 2021 - September 30, 2023. This contract is currently under review by the state Attorney General (AG) and SDSU with an expected execution date of February 1, 2024, with the Final Report completed by December 31, 2024. DVR will work with the SRC and other stakeholders to review the findings and determine Goals and Priorities to implement into the modified USP, July 1, 2026.

The CSNA for FFY 2021-2023 will be completed by December 31, 2024, which ensures DVR's compliance with 34 C.F.R. 361.29.

The CSNA seeks to provide information on:

1. The overall performance of DVR 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.

DVR is no longer in an active Order of Selection (OOS) (HAR 17-401.1-5). While in OOS, DVR examined expenses, staffing, and instituted quality assurance and accountability methods to reduce the recommendations documented in the 2018 CSNA report (covering FFYs 2015-2017). DVR's program services associated with annual statewide Consumer Satisfaction Surveys (CSS) 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 DVR to address through corrective actions have also informed DVR's assessment of service needs for Hawaii's residents with the most significant needs.

The 2019 RSA Monitoring, FFY2020 and FFY2021 Consumer Satisfaction Surveys (CSS), and 2022 CSNA report (covering FFYs 2018-2020) identified process improvement opportunities for individuals with the most significant disabilities in the following areas:

- DVR responsiveness to and engagement with participants to fulfill participant employment goals to increase successful rehabilitation rates;
- Compliance with timeliness of determining eligibility, developing Individualized Plans for Employment (IPE), and service delivery;
- Identification and strengthening of long-term supports for Supported Employment (SE) services for those with the most significant disabilities;
- Strengthening staff planning, use of labor market information, assessment skills for individualized services for participants with most significant disabilities, and utilization of comparable benefits;
- Increasing the number of individuals in career-technical and vocational training to obtain higher percentage rates of measurable skills gains and credentials attainment for reporting required performance measures; and
- Enhance community outreach utilizing alternative methods such as electronic platforms, including social media to underserved groups, including females, Hispanics, Hawaiians, and Veterans.

The data from DVR 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 career-technical 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;
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. DVR made progress in SSA reimbursements 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. DVR will continue to work with federally funded technical assistance centers (VRTAC-QM) on revisions to policies and procedures related to supported employment and ensure that they are compliant with WIOA and the accompanying regulations.
2. DVR intends to maximize its approach to benefits counseling for participants to promote financial literacy and empowerment. Fear of losing benefits is a major barrier for individuals with the most significant disabilities to maintain employment in a competitive, integrated setting.
3. DVR will provide staff training on the provision of ongoing support services and how to secure long-term support for these participants to maintain employment.
4. DVR has trained additional staff members dedicated to tracking SSA Ticket to Work recipients and SSA reimbursements.
5. DVR to promote higher education and career pathways in IPEs to receive the necessary training and skills to be marketable in today's workplace that augments employment 2<sup>nd</sup> quarter and 4<sup>th</sup> quarter after exit from the VR program.
6. DVR to provide training to employers on disability awareness of individuals with the most significant disabilities in order to help combat discrimination and increase diversity, equity, and inclusion across the State.

**B. INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES AND INDIVIDUALS WITH DISABILITIES WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;**

The Triennial Comprehensive Statewide Needs Assessment (CSNA) provides DVR 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 FFYs 2018-2020 was completed in September 2022. Once the data was gathered from the CSNA covering the period FFYs 2018-2020 (triennial 2018-2020), DVR worked with the SRC and other stakeholders to address the findings in the CSNA and determined goals and strategies to address the rehabilitation and service needs of any identified minorities with most significant disabilities. The CSNA for FFYs 2021-2023 will be completed by December 31, 2024, which will ensure DVR is in compliance with 34 C.F.R. 361.29. DVR has continued to address the needs identified in the CSNA for the triennial period FFYs 2018-2020 which included the following needs of individuals with disabilities from different ethnic groups:

1. Hispanics and Native Hawaiians were cited as potentially underserved groups.
2. Language barriers are a common challenge of individuals with disabilities in minority groups in Hawaii.
3. The need to increase education and training was identified by staff and partners as a rehabilitation need for those who are from minority populations.
4. Improving mental health, "soft" skills and increasing job skills are important needs for minority populations.

Strategies:

- a. DVR will increase its outreach to individuals who are native Hawaiian at Native Hawaiian community centers, healthcare facilities, and schools. DVR 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. DVR staff will continue to work with families using an `Ohana Nui (3-generation) approach with these individuals, when possible, to ensure there are support systems in place.
- c. DVR will focus on recruiting bilingual staff. Staff who speak Spanish and other local languages can contribute to increasing the number of participants accessing VR services from these respective demographics' groups.
- d. DVR will increase outreach and marketing of services to minority populations in general. The pandemic and subsequent office closures and isolation resulted in many individuals having limited access to government services. DVR will actively market their services to all individuals with disabilities in Hawaii, especially those in traditionally underserved areas like rural Hawaii, and to traditionally underserved populations.

DVR works with the SRC and other stakeholders to address the results of the CSNA completed in September 2022 and determine goals and strategies to address the rehabilitation and service needs of any identified minorities with the most significant disabilities. Additionally, DVR leverages 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 DVR 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 language 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, DVR is able to secure non-English language translators and interpreters as requested by individuals with disabilities throughout the VR process.

**C. INDIVIDUALS WITH DISABILITIES SERVED THROUGH OTHER COMPONENTS OF THE WORKFORCE DEVELOPMENT SYSTEM; AND**

DVR conducts 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 DVR can develop programs and allocate resources that will address the identified needs. DVR worked with San Diego State University to complete the CSNA for FFYs 2018-2020, which was completed in September 2022. Once the data was gathered from the CSNA covering the period FFYs 2018-2020, HDVR works 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 FFYs 2021-2023 will be completed by December 31, 2024, which ensures DVR's compliance with 34 C.F.R. 361.29. HDVR continues to address the needs identified in this area from the CSNA for PYs 2018-2020 which included the following:

1. The American Job Centers (AJC) in Hawaii continue to struggle to effectively meet the needs of individuals with disabilities. There are still programmatic accessibility issues that need to be resolved in order to ensure that all individuals can access services. The virtual nature of service delivery at the AJCs during the pandemic has exacerbated the access issues for many individuals with disabilities.
2. The perspective of consumers, partners, and staff of the effectiveness of the AJCs varies by island, with Kauai expressing the highest level of effectiveness for the AJCs and Oahu expressing the most concerns. The AJCs are particularly challenged in meeting the needs of individuals who are deaf as they continue to struggle to have interpreters available and generally refer these individuals to DVR to get assistance.
3. DVR'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 DVR.
4. The AJCs are particularly challenged in meeting the needs of individuals who are deaf as they continue to struggle to have interpreters available and generally refer these individuals to DVR to get assistance.
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. DVR needs to implement a tracking and reporting system for consumers that have been referred to or are co-enrolled in the core partner programs.

Recommendations to DVR in this area include the following:

1. DVR is encouraged to provide training to AJC staff on how to effectively accommodate and work with individuals with disabilities trying to access services. This training is especially important for individuals who are blind or deaf and for those with mental health impairments.
2. DVR needs to develop a reporting and tracking system that will allow them to readily access and analyze data on individuals with disabilities who are co-enrolled in partner programs.
3. DVR is encouraged to identify and replicate best practices from those areas of the State where there are examples of braided funding that leads to the acquisition of in-demand job skills and high-wage employment, and DVR is encouraged to share these practices with the rest of the State.
4. DVR should try to work in partnership with the Title I program to develop customized training, apprenticeships, and other on-the-job training opportunities that are inclusive of individuals with disabilities.

Strategies:

1. DVR is working with VR TAC-QM 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. DVR completed a service alignment plan with VR TAC-QM assistance in October 2020. DVR and VR TAC-QM 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: DVR 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 DVR 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 DVR continues to monitor opportunities to work with partners on aligning services at the AJCs.

3. DVR 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. DVR and the AJCs will try to replicate best practices from those areas of the State where there are examples of braided funding that leads to the acquisition of in-demand job skills and high-wage employment, and DVR is encouraged to share these practices with the rest of the State.
5. DVR 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. DVR has developed a referral and application form that can be easily accessed through the DDVR website to encourage sharing of consumers and resources.
7. DVR provides disability awareness training to AJC staff on how to effectively accommodate and work with individuals with disabilities trying to access services with emphasis on working with the deaf and the blind. More trainings are planned regarding individuals with mental health impairments.

DVR works with the SRC and other stakeholders to address the results of the CSNA completed in September 2022 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, DVR leverages recommendations from the annual consumer satisfaction survey (CSS) reports for FFY 2019-2021 which are shared with the SRC and stakeholders, along with the highlights summarizing results and recommendations for improvements provided to DVR 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.

**D. YOUTH WITH DISABILITIES, INCLUDING STUDENTS WITH DISABILITIES AND THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES. 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 IDEA.**

DVR worked with San Diego State University to complete the Triennial Comprehensive Statewide Needs Assessment (CSNA) for FFYs 2018-2020, which was completed in September 2022, 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 DVR can develop programs and allocate resources that will address the identified needs. Once the data was gathered from the CSNA covering the period FFYs 2018-2020, DVR identified the ongoing need to work with the SRC and other stakeholders to address the findings in the CSNA report 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 FFYs 2021-2023 will be completed by December 31, 2024, which ensures DVR's compliance with 34 C.F.R. 361.29.

DVR continues to address the needs identified in this area from the CSNA report completed for FFYs 2018-2020 which included the following:

1. The most commonly cited rehabilitation needs of transition-age youth with disabilities and students with disabilities in Hawaii is the lack of job skills and work experience.
2. Youth and students with disabilities need education and training in order to be competitively employed and to become self-sufficient. 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.
3. Youth and students with disabilities need to develop their soft skills, social skills, and job search skills with the understanding of the labor market to determine which careers are a good fit for them.
4. Transportation in rural areas and neighbor islands remains a major barrier to employment for youth and students with disabilities.

Recommendations to DVR in this area include the following:

1. DVR should continue to try and expand work-based learning opportunities for students with disabilities served in the Pre-ETS program.
2. DVR is encouraged to promote the use of labor market information and career pathways in the planning process for youth transition from secondary school to postsecondary education and work. One possibility is the Career Index Plus LMI tool.
3. DVR is encouraged to consult with the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) to identify resources on self-advocacy training for students with disabilities.
4. DVR is encouraged to consider developing a peer mentoring program for youth with disabilities in Hawaii. One possibility is an online peer mentoring program available through PolicyWorks. A key component of this mentoring program is the development of self-advocacy skills in youth and students with disabilities.
5. DVR should continue to actively recruit for more contracted Pre-ETS providers, especially in the rural areas and the neighbor islands, where there are fewer providers than on Oahu.

Strategies:

1. DVR 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.



2. DVR 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 DVR by HIDOE). DVR will also do outreach to pursue referrals for youth with a disability targeting Foster Care, justice diversion programs, and incarceration facilities.
3. DVR will expand the delivery of Pre-ETS to the potentially eligible student population statewide including work-based learning experiences provided through pre-employment transition services (Pre-ETS).
4. DVR is consulting with the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) to identify resources on self-advocacy training for students with disabilities
5. DVR will disseminate information and strategies to improve the transition to postsecondary activities of those who are traditionally unserved. 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 and all youth in transition.
6. DVR will engage with the VRTAC-QM Pre-ETS team in an intensive technical assistance agreement 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 in all of the islands.
7. DVR completes an annual fiscal forecasting model for Pre-ETS program services and will allocate resources available for authorized activities. This model has been reviewed and approved by the RSA.

DVR works with the SRC and other stakeholders to address the results of the CSNA completed in September 2022 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, DVR leverages recommendations from the annual consumer satisfaction survey (CSS) reports for FFYs 2019-2022 which are shared with the SRC and stakeholders, along with the highlights summarizing results and recommendations for improvements provided to DVR 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.

Interwork Institute at San Diego State University (SDSU), who conducted the most recent Comprehensive Statewide Needs Assessment for Hawaii, identified the following needs to establish, develop, or improve community rehabilitation programs within the State:

1. There is a need to develop providers in the rural areas of all the islands.
2. 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.

3. Contracts with clear and measurable objectives are needed to increase the awareness of expectations and accountability.
4. The need for more providers of Pre-ETS was noted by some of the participants in the focus groups and individual interviews.
5. The pandemic has affected the number of Community Rehabilitation Programs (CRP), available staff at the existing CRPs, and the wait time to receive services. There is a need for more providers in all areas, especially on the neighboring islands.
6. The availability of assistance to help individuals with disabilities find affordable housing was cited repeatedly. The pandemic impacted the cost of purchasing and renting in Hawaii, which was already a very expensive place to live.
7. The high turnover in providers has resulted in an inexperienced provider network that needs significant training to effectively work with multiple populations served by DVR.
8. DVR needs to develop financial literacy and empowerment training for consumers.
9. 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.
10. 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.

Based on the CSNA, SDSU researchers made recommendations to DVR in this area as follows:

1. In order to help address the shortage of service providers, DVR should work to recruit and expand the number of individual service providers that can help address the need for employment services in the rural areas and in neighbor islands with limited CRP resources.
2. As resources allow, DVR should include their service providers in all training that they provide to staff if it relates to understanding and effectively serving consumers. The inclusion of providers will help build the competency and capacity of CRPs and help build trust between providers and DVR.
3. DVR should try to develop customized employment as an option for their consumers.
4. DVR should ensure that their counselors and all CRPs and individual service providers have affordable housing resources readily accessible for the consumers they serve. A list of online affordable housing resources, as well as the agencies that administer the affordable housing programs in each County, is available at <https://affordablehousingonline.com/housing-search/Hawaii>.

Strategies:

1. DVR 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, DVR will have regular contract review meetings with CRPs to monitor progress on contracted services.

2. DVR continues to look into expanding the number of providers that offer Pre-ETS program services statewide. DVR 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. DVR is looking to expand training opportunities for the CRP network and their Business Service Representatives on customized employment and entrepreneurial work-based learning experiences. DVR is researching the Association of Community Rehabilitation Educators (ACRE) which has recently developed a national certification in CE that may be helpful for DVR and their provider network as they collaborate to serve individuals with the most significant disabilities.
4. DVR continues to expand the use of individual service providers in the rural areas and in neighbor islands with limited CRP resources. DVR has expanded to the use of a Managed Service Provider (MSP) contract to enhance the number of CRPs statewide.

### C. GOALS, PRIORITIES, AND STRATEGIES

Section 101(a)(15) and (23) of the Rehabilitation Act require VR agencies to describe the goals and priorities of the State in carrying out the VR and Supported Employment programs. The goals and priorities are based on (1) the most recent CSNA, including any updates; (2) the State's performance under the performance accountability measures of Section 116 of WIOA; and (3) other available information on the operation and effectiveness of the VR program, including any reports received from the SRC and findings and recommendations from monitoring activities conducted under Section 107 of the Rehabilitation Act. VR agencies must—

#### 1. DESCRIBE HOW THE SRC AND THE VR AGENCY JOINTLY DEVELOPED AND AGREED TO THE GOALS AND PRIORITIES AND ANY REVISIONS; AND

The goals and priorities were agreed to by the DVR and the SRC, with jointly agreed upon revisions as indicated.

The Triennial Comprehensive Statewide Needs Assessment (CSNA) is jointly conducted by DVR, the SRC, stakeholders, and the Interwork Institute at San Diego State University (SDSU). Supporting access, awareness, and participation in the CSNA by people with disabilities and stakeholders is a top priority of the SRC. The purpose of the CSNA is to provide DVR and the SRC with information pertinent to the allocation of resources, to the development of VR Section of the Unified State Plan (USP), and to comply with the needs assessment mandate in the Rehabilitation Act of 1973, as amended.

The most current CSNA for FFYs 2018-2020 which covers the period of October 1, 2018 - September 30, 2020 was completed in September 2022. DVR and the SRC utilized information from the assessment to address the VR service needs of individuals with disabilities statewide in the Goals and Priorities section in the Program Year (PY) 2024-2027 USP which covers the period of July 1, 2024 – June 30, 2027.

The next CSNA will be for FFYs 2021-2023 which covers the period of October 1, 2021 - September 30, 2023. This contract is currently being reviewed by the state Attorney General (AG) and SDSU with an expected execution date of February 1, 2024, with the Final Report completed by December 31, 2024. DVR will work with the SRC and other stakeholders to review the findings and determine Goals and Priorities to implement into the modified USP, July 1, 2026.

2. IDENTIFY MEASURABLE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS AND THE BASIS FOR SELECTING THE GOALS AND PRIORITIES (E.G., CSNA, PERFORMANCE ACCOUNTABILITY MEASURES, SRC RECOMMENDATIONS, MONITORING, OTHER INFORMATION). AS REQUIRED IN SECTION 101(A)(15)(D), (18), AND (23), DESCRIBE UNDER EACH GOAL OR PRIORITY, THE STRATEGIES OR METHODS USED TO ACHIEVE THE GOAL OR PRIORITY, INCLUDING AS APPLICABLE, DESCRIPTION OF STRATEGIES OR METHODS THAT—

A. SUPPORT INNOVATION AND EXPANSION ACTIVITIES;

B. OVERCOME BARRIERS TO ACCESSING VR AND SUPPORTED EMPLOYMENT SERVICES;

C. 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, POST-SECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES); AND

D. IMPROVE THE PERFORMANCE OF THE VR AND SUPPORTED EMPLOYMENT PROGRAMS IN ASSISTING INDIVIDUALS WITH DISABILITIES TO ACHIEVE QUALITY EMPLOYMENT OUTCOMES.

List and number each goal/priority, noting the basis, and under each goal/priority, list and number the strategies to achieve the goal/priority

**A. Support innovation and expansion activities.**

Priority 1: Increase Employer Engagement .

DVR needs to develop and 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, DVR is required to consult with stakeholders and receive public comment on proposed approaches to successful employer engagement activities. Based on the consultations, DVR established the following goals and priorities:

**Employer Engagement Goals are carried over from PY2022 .**

**Goal 1.1** Annually increase the number of employers who provide opportunities for individuals with disabilities to participate in work-based learning experiences and internships.

**Goal 1.2** Annually increase the number of employers who provide permanent employment for individuals with disabilities.

**Goal 1.3** 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.

DVR Strategies:

1. Cultivate Employment First initiative policies and procedures to ensure that employment is the main focus for education, training, or support services for anyone with a disability who is eligible to work.

2. Provide disability sensitivity training to employers throughout Hawaii that helps businesses understand disability and increases their comfort levels in working with employees with disabilities. Customize the curriculum to address the needs of the company.
3. 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 DVR as an expert resource and can increase the likelihood that employers will be ready to recruit DVR participants when they have job openings.
4. Support the sustainability of Disability:In in Hawaii.
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 award recognition for employees with disabilities and the employers who hire them.
7. Collaborate with community providers to develop marketing materials aimed at re-branding the service provision of DVR to be an Employment First agency for people with disabilities.
8. Work cooperatively with DLIR WDD and County AICs to facilitate outreach to businesses as partners in training and placement for individuals with disabilities seeking competitive integrated employment in Hawaii's workforce.

**B. Overcome barriers to accessing VR and supported employment services.**

Priority 2: Provide Supported Employment (SE) Services to Individuals with the Most Significant Disabilities.

DVR addresses the needs of individuals with the most significant disabilities, including their need for supported employment. The rate of unemployment among individuals with developmental disabilities or other most significant disabilities is largely 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. Supported employment programs can increase the types and availability of employment positions for individuals with developmental disabilities or other most significant disabilities.

SE is defined as employment for individuals with developmental disabilities or other most significant disabilities who require on-going, long-term supports in order to fulfill their job duties successfully and retain competitive integrated employment. SE offers the same competitive and customary wages and benefits as similar non-supported competitive integrated employment positions.

Target Population: Youth with the most significant disabilities served under DVR's SE program services who are not under a 504 or IEP plan.

**Supported Employment Goals are carried over from PY2022:**

**Goal 2.1** Annually increase the percentage of individuals with the most significant disabilities who have SSI/SSDI and participate in the SSA Ticket to Work Partnership Plus Program.

**Goal 2.2** Annually increase the number of individuals with the most significant disabilities engaged in competitive integrated employment during the fourth quarter after exit.

**Goal 2.3** Annually increase the percentage of employers providing customized employment to individuals with the 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.

DVR strategies:

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 DVR 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 participants have access to self-advocacy training.
3. Provide benefits planning resources for all DVR participants 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 the Hawaii DOH Developmental Disabilities Division and DVR regarding the provision of support in post-secondary training that may provide the momentum for the more robust MOU to be developed.

**C. 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, post secondary education, employment, and pre-employment transition services).**

**Priority 3: Provide Pre-Employment Transition Services (Pre-ETS).**

DVR investigated the needs of students with disabilities in the most recent CSNA. Survey results indicated students with disabilities (SWD) in Hawaii have a need to receive Pre-ETS. All of the Pre-ETS categories of activities were noted as a need on a recurring basis.

Target Population:

1. Students with a Disability 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.
2. Receiving services via an IEP or 504 Plan or has a medical or psychological documentation with diagnosis by a licensed professional.

Required Activities under the Workforce Innovation & Opportunity Act (WIOA):

1. Job exploration counseling includes information on in-demand industry sectors and occupations, as well as non-traditional employment, local labor market information, administration of vocational interest inventories, and identification of career pathways

of interest. This also includes administration and discussion of the student's vocational interest inventory results, career counseling and career assessments in a group or individually and may be provided in a classroom or community setting.

2. Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated setting in the community to the maximum extent possible.
  - a. Explore career options and identify career pathways of interest.
  - b. Uncover vocational interests using inventories.
  - c. Learn about skills needed in the workplace and for specific jobs.
  - d. Understand the labor market including in-demand industries and occupations.
  - e. Learn about non-traditional employment options.
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational program at institutions of higher education. Explore career options and identify career pathways of interest.
  - a. Uncover vocational interests using inventories.
  - b. Learn about skills needed in the workplace and for specific jobs.
  - c. Understand the labor market including in demand industries and occupations,
  - d. Learn about non-traditional employment options.
4. Workplace readiness training to develop social skills and independent living. Workplace readiness traits describe a number of skills that employers expect from most employees. Workplace readiness skills are a set of skills and behaviors that are necessary for any job, such as how to interact with supervisors and co-workers and the importance of timeliness. These skills are sometimes called soft skills, employability skills, or job preparation skills. These skills help students learn and build an understanding of how we are perceived by others. Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job may require, every job requires good social skills/interpersonal skills. In addition to developing social and independent living skills, workplace readiness training may also include:
  - a. Financial literacy,
  - b. Orientation and mobility skills,
  - c. Job-seeking skills, and
  - d. Understanding employer expectations for punctuality and performance.
5. Instruction in self-advocacy (including instruction in person-centered planning). Self-Advocacy is an individual's ability to effectively communicate, convey, negotiate, or assert his/her own interests and/or desires. Schools also work with students to develop self-determination which means that students with disabilities have the freedom to plan their own lives, pursue the things that are important to them and experience the same life opportunities as other people in their communities. These acquired skills will enable students to advocate for any support services, including auxiliary aids, services, and

accommodations that may be necessary for training or employment. Self-advocacy skills are developed when students are provided with experiences to develop:

- a. Knowledge of self,
- b. Knowledge of rights and responsibilities,
- c. Communication skills,
- d. Leadership skills,
- e. Peer mentoring from individuals with a disability, and
- f. Working in competitive integrated employment.

**Pre-ETS Goals are carried over from PY 2022.**

**Goal 3.1** 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 3.2** 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 3.3** Annually increase the percentage of participants who during a program year participate in WBLE and internships by 1% including Pre-ETS activities.

**Goal 3.4** Annually increase the number of participants employed a minimum of 90 days (by1%), for participants with IPE's, including Pre-ETS activities.

**DVR Strategies:**

1. With the assistance of Dr. Chaz Compton, DVR will provide statewide intensive training to managers, supervisors, and line staff on “Raise the Bar” and other initiatives to embrace the spirit of WIOA.
2. DVR will ensure that 504 students are aware of DVR services and that DVR is conducting targeted outreach to these students in addition to those served by Special Education.
2. Complete agreement between the DVR and the HODOE to provide Pre-Employment Transition Services to students with disabilities, program services to support students with disabilities to explore vocational options, training in soft-skills to engage in work-based learning experiences and paid and unpaid work experience both on- and off-campus.
3. DVR will promote strategies to participate in work experiences and post-secondary educational experiences by partnering with CRPs, 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.
4. DVR will develop programs that focus on the main obstacles affecting SWD, including soft skills training in communication, self-awareness, accountability, and respect for oneself; and provide training on communication with coworkers, unhelpful thinking patterns, motivation for work, and will encourage peer supports to work through personal barriers that may prevent youth and students from maintaining work.



5. In partnership with the DOE, DVR will collaborate on an employer-based Pilot Transition Program for one year of a school-to-work program with work-based learning experiences.

6. DVR will promote collaboration between agencies through the State Plan for Independent Living (SPIL), aligning SPIL goals with DVR's State Plan and WIOA expectations to serve students with disabilities and youth whenever possible

**D. Improve the performance of the VR and Supported Employment programs in assisting individuals with disabilities to achieve quality employment outcomes.**

Priority 4: Develop common data collection for Unified State Plan.

Section 101(a)(23) requires Designated State Units (DSU) 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 are carried over from PY2022:**

**Goal 4.1** Continue to collaborate with the core partners to identify an automated data collection system that collects the data for each of the six primary indicators of performance statewide which is user-friendly and affordable. Collaborative data collection goals from PYs 2024-2027. DVR will continue to focus 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 DVR data collection methodologies. This goal is still in progress for PY 2024-2027.

**Goal 4.2** DVR will continue to use its own internal data collection system to collect the data for each of the six primary indicators of performance and report to their federal funder, Rehabilitation Services Administration (RSA) and the Hawaii Department of Human Services (DHS).

**Goal 4.3** Annually increase the percentage of each of the six primary indicators of performance within DVR.

**Goal 4.4** Provide additional training for staff on proper data collection on DVR's internal data management system to ensure accurate data reporting to RSA and DHS. No new automated data system has been installed for information collection since 2020.

DVR Strategies:

1. DVR will continue to work with the Vocational Rehabilitation Technical Assistance Center-Quality Management (VR TAC-QM) to ensure accurate data reporting on the six primary indicators of performance to RSA and DHS.

D. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

For the most recently completed program year, provide an evaluation and report of progress for the goals or priorities, including progress on the strategies under each goal or priority, applicable to that program year. Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require VR agencies to describe—

1. PROGRESS IN ACHIEVING THE GOALS AND PRIORITIES IDENTIFIED FOR THE VR AND SUPPORTED EMPLOYMENT PROGRAMS;

List the goals/priorities and discuss the progress or completion of each goal/priority and related strategies

**Priority 1: Increase Employer Engagement**

Employer Engagement Goals and Priorities

**Goal 1.1** Annually increase the number of employers who provide opportunities for individuals with disabilities to participate in work-based employment experiences and internships (by 1%). (PY 2022 Goal Not Achieved)

As Hawaii re-opens and employers are seeking to fill their vacancies, DVR Program and Employment Specialists have re-engaged with employers to highlight their business' employment opportunities. Since 2017, DVR 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. DVR, 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, DVR 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.

The rates below show how much of the total services provided for PY 2022 and 2021 were WBLE. Also provided are the actual number of WBLEs and actual number of services provided.

PY 2022: 18.2% (2,003/11,004)

PY 2021: 41.6% (3,969/9,541)

DVR was unable to meet the goal set for PY 2022 to raise the number of WBLEs provided to individuals as the rate and number of individuals who received WBLE both dropped by nearly half.

**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 DVR's employment team invite employers to present to DVR staff featuring vacancies and opportunities for VR Specialists to directly engage with HR personnel regarding hiring processes, company culture, accommodations, etc.

DVR 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 DVR and HIDEOE as we seek to increase employer-sponsored WBLE across the state.

**Achievements:** Opportunities for job shadowing and work-based learning opportunities have expanded through contracted services with CRPs. WBLE referrals have also increased due to the MSP contract which has allowed the inclusion of more neighbor island CRPs than previous years.

**Goal 1.2** Annually increase the number of employers who provide permanent employment for individuals with disabilities (by 1 %). (PY 2022 Goal Not Achieved)

Below are the percentage of individuals who exited DVR with a successful employment outcome for PY 2022 and 2021. The rate of employment from PY 2021 to PY 2022 shows a decrease of 10.3% and a decrease in actual individuals who achieved employment by 5. These decreases show that DVR was not successful in increasing the number of employers who provide permanent employment.

PY 2022: 6.5% (39/598)

PY 2021: 16.8% (44/262)

**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:** DVR'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.

DVR Statewide Employment Specialists are local chapter members of nationally recognized organizations including Disability: IN, Society for Human Resource Management (SHRM), and CSAVR The NET.

DVR 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.

DVR’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 1.3** 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%). (Goal Not Achieved)

The following table shows the employment after exit data for PY 2022 and 2021.

Indicator	Program Year 2021	Program Year 2022
Employment (2nd Qtr. Exit)	35%	39.8%
Employment (4th Qtr. Exit)	34%	30.2%

DVR had an increase in employment retention from PY 2021 to PY 2022 in the 2nd quarter after exit but showed a decrease in the employment 4th quarter after exit. This data shows that DVR was successful in providing short-term retention at the 2nd quarter but was unsuccessful in the long term.

**Strategies:** In relationship to goal 1.1: 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, DVR has partnered with multiple CRPs across the state to offer community placements for paid and unpaid work-based learning experiences. In addition, DVR partnered with the HIDOE to expand a pilot internship program at a local hospital. Since COVID-19 pandemic, DVR 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 DVR 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.

**Priority 2:** Provide Supported Employment Services to individuals with the Most Significant Disabilities. (see section p.2.A)

**Priority 3:** 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 DVR. A joint assessment completed by DVR and HIDOE revealed areas for further consideration in the development of Pre-ETS as needed in rural communities across the state.

**Goal 3.1** Annually increase the percentage of participants who obtain a postsecondary credential or high-school diploma by 1%. (PY 2022 Goal Achieved)

**Strategy:** Quarterly 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. DVR will continue to strengthen partnership with HIDOE high schools through assigned VR Specialist and transition coordinators at their assigned schools. DVR 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. DVR 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 providers, 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.

DVR cumulative CA rates for PYs 2019-2022

PY 2022: 41.9%

PY 2021: 25%

PY 2020: 6.5%

PY 2019: 3.6%

Since PY 2020, DVR has been working as an agency to ensure that Credential Attainments (CA) are being achieved and data is being captured properly. DVR has successfully corrected counselor data entry recording for the recording of Credential 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. DVR will continue to include the achievement of CA for students with disabilities as a regular discussion point to increase the percentage of participants who are students with disabilities that achieve a CA.

**Goal 3.2** Annually increase the percentage of participants who during a program year achieve a measurable skill gain by 1%. (PY 2022 Goal Achieved)

**Strategy:** Quarterly 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. DVR will continue to strengthen partnership with HIDOE high schools through assigned VR Specialist and transition coordinators at their assigned schools. DVR 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. DVR 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 providers, 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.

DVR overall agency MSG rates for PYs 2019-2022:

PY 2022: 38.3%

PY 2021: 30.7%

PY 2020: 30.2%

PY 2019: 13.3%

Since PY 2020, DVR has been working as an agency to ensure that MSGs are being achieved and data is being captured properly. DVR 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. DVR 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 2022, DVR exceeded the negotiated MSG rate of 20% ending the program year at a 38.3% MSG rate.

**Goal 3.3:** Annually increase the percentage of participants who during a program year participate in WBLE and internships by 1%. (PY 2022 Goal Achieved)

DVR increased the percentage of Pre-ETS participants who received WBLE services during the program year as compared to total number of Pre-ETS services provided as shown below:

PY 2022: 21% (1,991/9,428)

PY 2021: 20% (3,965/19,224)

From PY 2021 to 2022 the number of Pre-ETS participants receiving WBLEs rate increased by 1%

**Strategies:** DVR 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 DVR 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:** DVR has experienced some successes with creating WBLE opportunities through these partnerships. DVR has partnered with various community partners and businesses with the CRP to provide job readiness workshops and information sessions to students with disabilities. DVR 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.

DVR has implemented a Managed Service Provider (MSP) contract with Knowledge Services to assist with the referral and delivery of WBLE services statewide. This new contract will allow students access to WBLE year round including during the summer.

**Goal 3.4** Annually increase the number of participants employed a minimum of 90 days (by1%). (PY 2022 Goal Not Achieved)

As reported previously in Goal 1.2, the percentage of individuals who exited DVR with a successful employment outcome shows a decrease of 10.3% and a decrease in actual individuals who achieved employment by 5. These decreases show that DVR was not successful in increasing the number of participants employed a minimum of 90 days by 1%.

PY 2022: 6.5% (39/598)

PY 2021: 16.8% (44/262)

**Strategies:** DVR's participating and in support of the AJC's One-Stop Single Sign-On registration system to increase access to the services of HODOE'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.

DVR 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. DVR staff continue to meet with AJC partners to explore how DVR can work with AJC partners to help participants of DVR learn how to use the resources at the AJC. One strategy is to give AJC tours to DVR participants.

AJC's Work Hawaii Youth program has also been beneficial to DVR 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.

DVR 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. DVR also plans to seek opportunities for participants to transition to career pathway types of job, opportunities for upskilling and remote work.

**Priority 4:** To develop common data collection for Unified State Plan

Data Collection Goals:

**Goal 4.1** The 6 primary indicators have been defined. Collaborative data collection goals from 2020 are still in progress and carried forward to 2024-2027.

**Strategies:** DVR will continue collaboration with core partners in order to identify an automated data collection system to be used by all core partners. DVR 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 DVR 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 carried forward to 2024-2027.

**Strategies:** DVR will continue collaboration with core partners in order to identify an automated data collection system to be used by all core partners. DVR 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 DVR 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 2024-2027.

**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 2024-2027.

2. PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR, REFLECTING ACTUAL AND NEGOTIATED LEVELS OF PERFORMANCE. EXPLAIN ANY DISCREPANCIES IN THE ACTUAL AND NEGOTIATED LEVELS; AND

DVR's goal is to meet or exceed the negotiated levels of performance measures in accordance to Section 116 of WIOA as referenced in DVR's Appendix 1 referred to as Performance Goals of Vocational Rehabilitation Program.

DVR Performance outcomes for PY2022 are reflected below. The performance indicator for Employment 4th Quarter After Exit was not met. In order to improve performance on this indicator, DVR is working with the VR TAC-QM on all-staff training to shift the HDVR agency philosophy to be more in alignment with the spirit of WIOA. This includes-- but is not limited to-- a strong focus on rapid, ongoing engagement; expedited eligibility; and higher expectations for our consumers in accordance with their abilities, capabilities, preferences, and informed choice. HDVR will embrace the "Raise the Bar" initiative, and ensure that post secondary education or vocational training are highly encouraged and fully supported so that our consumers will attain skills and credentials leading to long lasting, fulfilling careers.



Indicator	PY 22 Outcome
Employment (Second Quarter After Exit)	40%
Employment (Fourth Quarter After Exit)	30.2%
Median Earnings (Second Quarter After Exit)	\$5,446.79
Credential Attainment (CA) Rate	41.9%
Measurable Skill Gains (MSG)	38.3%

DVR 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%

### 3. THE USE OF FUNDS RESERVED FOR INNOVATION AND EXPANSION ACTIVITIES (SECTIONS 101(A)(18) AND 101(A)(23) OF THE REHABILITATION ACT) (E.G., SRC, SILC).

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. In PY 2022 DVR spent \$362,916 for SILC operations as part of their contract to carry out the functions of the SILC.

The 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 its activities with the activities of other disability related councils within the State. In PY 2022, there was \$9,601 expended on SRC activities.

State Rehabilitation Council Expenditures	Program Year 2022
Travel Costs	\$6,653
Interpreter Costs	\$2,245
Training and Registration Fees	\$627
Notary Republic Fees	\$68
Mileage Reimbursements	\$8
TOTAL	\$9,601

**E. SUPPORTED EMPLOYMENT SERVICES, DISTRIBUTION OF TITLE VI FUNDS, AND ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.**

**1. ACCEPTANCE OF TITLE VI FUNDS:**

(A) VR agency requests to receive title VI funds.

**2. IF THE VR AGENCY HAS ELECTED TO RECEIVE TITLE VI FUNDS, SECTION 606(B)(3) OF THE REHABILITATION ACT REQUIRES VR AGENCIES TO INCLUDE SPECIFIC GOALS AND PRIORITIES WITH RESPECT TO THE DISTRIBUTION OF TITLE VI FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES. DESCRIBE THE USE OF TITLE VI FUNDS AND HOW THEY WILL BE USED IN MEETING THE GOALS AND PRIORITIES OF THE SUPPORTED EMPLOYMENT PROGRAM.**

Providing Supported Employment (SE) Services to individuals with the most significant disabilities is the agency's priority 2 as re-stated below. The State Supported Employment Services Program is authorized by Title VI of the Rehabilitation Act of 1973, as amended by Title IV of the Workforce Innovation and Opportunity Act (WIOA). This program provides grants to assist States in developing and implementing collaborative programs with appropriate entities to provide supported employment services for individuals with the most significant disabilities, including youth with the most significant disabilities, who require supported employment services following the achievement of a supported employment outcome. Supported employment grant funds will be used to supplement funds provided under the State VR Services Program to provide supported employment services. Program funds will be used to provide supported employment services, once an individual has been placed in supported employment, for up to 24 months and to supplement other VR services necessary to help individuals with the most significant disabilities find work in the integrated labor market. HDVR will use Title VI funds to contract with CRPs who can ably provide supported employment services.

**"Supported Employment"** means competitive integrated employment, including customized employment, that is individualized and customized consistent with the strengths, abilities,

interests, and informed choice of the individuals involved, for individuals with the most significant disabilities:

1. For whom competitive integrated employment has not occurred; or
2. For whom competitive integrated employment has been interrupted or intermittent as a result of a most significant disability; and
3. Who, because of the nature and severity of their disability, need intensive Supported Employment services and extended services.

**"Supported Employment Services"** means ongoing support services, including customized employment, needed to support and maintain an individual with a most significant disability in Supported Employment that are:

1. Provided singly or in combination and are made available to assist an eligible individual to achieve competitive integrated employment;
2. Based on a determination of the needs of an eligible individual, as specified in an SE individualized plan for employment (IPE); and
3. Provided for a period of not more than 24 months, unless under special circumstances the eligible individual and the rehabilitation counselor jointly agree to extend the time, in order to achieve the employment outcome identified in the SE IPE.

**"Customized Employment"** means competitive integrated employment, for an individual with a most significant disability, that is: based on an individualized determination of the strengths, needs, and interests of the individual; is designed to meet the specific abilities of the individual and the business needs of the employer; and is carried out through flexible strategies, such as:

1. Job exploration;
2. Working with an employer to negotiate the placement;
3. Customizing a job description based on employer needs or previously unidentified employer needs;
4. Developing a set of job duties, a work schedule, job arrangements, and other negotiated job related duties;
5. Providing services and supports at the job location; or
6. Assisting an individual in the development of a business.

**Priority 2:** To provide Supported Employment Services to Individuals with Most Significant Disabilities

**Goal 2.1** Annually increase the percentage of individuals with the most significant disabilities who receive SSI/SSDI and participate in the SSA Ticket to Work Program (by a minimum rate of 1%);

**Goal 2.2** Annually increase the number of individuals with the 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 the most significant disabilities (by a minimum rate of 1%).

Clients Receiving SE Services by Program Year:

PY 2025: 141 Projected

PY 2024: 132 Projected

PY 2023: 81 Projected

PY 2022: 74 Projected, 85 served

PY 2021: 175 Projected, 67 served

PY 2020: 90 Projected, 74 served

PY 2019: 44 projected, 66 served

DVR continues to work to strengthen partnerships with the DOH, HIDEOE, DLIR, CRPs, and employer networks for participants' long-term supports, and enhance their resiliency for retaining satisfactory competitive integrated employment in Hawaii's workforce.

3. SUPPORTED EMPLOYMENT SERVICES MAY BE PROVIDED WITH TITLE 1 OR TITLE VI FUNDS FOLLOWING PLACEMENT OF INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES IN EMPLOYMENT. IN ACCORDANCE WITH SECTION 101(A)(22) AND SECTION 606(B)(3) OF THE REHABILITATION ACT, DESCRIBE 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; AND THE TIMING OF TRANSITION TO EXTENDED SERVICES.

DVR has a Managed Service Provider (MSP) statewide contract in place for supported employment services. The MSP provides sourcing, assignment, and management of assignments for services to DVR participants. The contractor is responsible for establishing, maintaining, and monitoring a network of subcontracted vendors ("Vendor Network") for the provision of supported employment services. Participants have increased informed choice as they can select their provider from a larger Vendor Network. VR Specialists (VRS), VR participants and their guardians as appropriate, and other providers are part of the VR participant's support team.

Steps in Supported Employment Provided by the VR Participant's Selected Vendor:

1. The Intake plan development meeting is attended by the VR participant and their support team to determine service needs for supported employment and selection of an appropriate vendor. The team develops a plan which includes anticipated supports as outlined in the Individualized Plan for Employment.
2. Provision of support services and instruction necessary for the VR participant to develop the skills outlined in the intake plan.
3. Implementation of participant's IPE and supported employment services to include job retention, job training, job coaching, observation, facilitation of natural supports at the worksite, and/or follow up services to reinforce and stabilize the employment.
4. Supported employment services are provided for up to twenty-four (24) months after the VR participant has obtained employment.

5. Extended services to maintain and achieve stability may be provided to youth with most significant disabilities for up to four (4) years or until the youth reaches the age of twenty-five (25).
6. Plan for participant's transition to ongoing or long-term supports through on-worksite monitoring and off-site work monitoring.
7. Close participant's DVR case and transition to ongoing or long-term supports.

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.

4. SECTIONS 101(A)(22) AND 606(B)(4) OF THE REHABILITATION ACT REQUIRE THE VR AGENCY TO DESCRIBE EFFORTS TO IDENTIFY AND ARRANGE, INCLUDING ENTERING INTO COOPERATIVE AGREEMENTS, WITH OTHER STATE AGENCIES AND OTHER APPROPRIATE ENTITIES IN ORDER TO PROVIDE SUPPORTED EMPLOYMENT SERVICES. THE DESCRIPTION MUST INCLUDE EXTENDED SERVICES, AS APPLICABLE, TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THE PROVISION OF EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES IN ACCORDANCE WITH 34 C.F.R. § 363.4(A) AND 34 C.F.R. § 361.5(C)(19)(V).

As outlined in the previous response, DVR contracts with a Managed Services Provider to administer Supported Employment Services to VR participants statewide, including youth with the most significant disabilities.

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 DVR 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 DVR SE contract provider. Each team member and VR participant also has a role in the successful employment and transition to the Extended Service provider.

DVR 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 DVR contract monitoring reviews, or rules and regulations updated by the Rehabilitation Services Administration (RSA).

On February 9, 2024, DVR and DDD executed a Memorandum of Understanding (MOU) to improve opportunities for competitive integrated employment for individuals with disabilities. This MOU by and between the State of Hawaii Department of Human Services, Division of Vocational Rehabilitation (DHS-DVR) and the State of Hawaii Department of Health, Developmental Disabilities Division (DOHDDD) defines the responsibilities and partnership of these respective State agencies to improve opportunities for competitive integrated employment (CIE) for individuals with disabilities.

The Parties have overlapping responsibilities and authority to provide services to many of the same clients. The Parties commit to the implementation of complementary approaches that maximize the effectiveness of the provision of supported employment services and long-term services

to individuals with the most significant disabilities in the State, including youth and young adults (ages 14-24 years old), to enable them to achieve an employment outcome of CIE. This MOU

provides mechanisms for collaboration at the State level that will increase opportunities for CIE in the State and ensure the smooth transition of people mutually served by DHS-DVR and DOH-DDD from supported employment services to long-term services. The purposes of this MOU are to:

A. Express commitment by both Parties to provide timely and seamless access to employment services for individuals with the most significant disabilities;

B. Define services related to employment that are compatible, non-duplicative, and understood by service providers;

C. Articulate mutual guiding principles regarding people with disabilities and employment;

D. Outline the collaborative working relationship with regards to interagency planning, accountability, data sharing, and service delivery; and

E. Provide for the exchange of information regarding individuals served by the Parties.

Staff of DVR and DDD will be trained in the use of the updated agreement and decision making processes.

#### F. ANNUAL ESTIMATES

Sections 101(a)(15) and 101(a)(23) of the Rehabilitation Act require all VR agencies to annually conduct a full assessment of their resources and ability to serve all eligible individuals before the start of the Federal fiscal year. In accordance with 34 C.F.R. § 361.29(b), annual estimates must include the following projections:

1. ESTIMATES FOR NEXT FEDERAL FISCAL YEAR—

A. VR PROGRAM; AND

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FFY 2023 funds expended

Salaries and benefits	4,610,837
Admin	4,263,363
VR Case Services	2,624,527
Pre-ETS	1,499,165
Supported Employment	116,207
TOTAL	13,114,099

FFY 2025 Estimates

Salaries and benefits	5,071,920
Admin	4,924,184
VR Case Services	3,031,328
Pre-ETS	1,731,535
Supported Employment	134,218
TOTAL	15,146,784

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
MSD	2,422	2,301	\$1,927,683	NA
SD	1,008	958	\$324,016	NA
NSD	57	54	\$47,428	NA

Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under VR Program	Costs of Services using Title I Funds	No. of Eligible Individuals Not Receiving Services (if applicable)

**B. SUPPORTED EMPLOYMENT PROGRAM.**

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Priority Category (if applicable)	No. of Individuals Eligible for Services	No. of Eligible Individuals Expected to Receive Services under Supported Employment Program	Costs of Services using Title I and Title VI Funds	No. of Eligible Individuals Not Receiving Services (if applicable)
MSD	353	318	\$134,218	NA

**G. ORDER OF SELECTION**

1. PURSUANT TO SECTION 101(A)(5) OF THE REHABILITATION ACT, THIS DESCRIPTION MUST BE AMENDED WHEN THE VR AGENCY DETERMINES, BASED ON THE ANNUAL ESTIMATES DESCRIBED IN DESCRIPTION (F), THAT VR SERVICES CANNOT BE PROVIDED TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR AND ARE DETERMINED ELIGIBLE FOR SERVICES.

\* VR agencies may maintain an order of selection policy and priority of eligible individuals without implementing or continuing to implement an order of selection.

The VR agency is not implementing an order of selection and all eligible individuals will be served.

2. FOR VR AGENCIES THAT HAVE DEFINED PRIORITY CATEGORIES DESCRIBE—

**A. THE JUSTIFICATION FOR THE ORDER**

DVR is maintaining its priority categories and no order of selection is being implemented this time.

**B. THE ORDER (PRIORITY CATEGORIES) TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES ENSURING THAT INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND**



Hawaii Administrative Rules (HAR) §17-401.1-5e defines how individuals who are found eligible for services shall be served under an OOS. DVR categorizes individuals eligible for VR services by priority.

- 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.

C. THE VR AGENCY'S GOALS FOR SERVING INDIVIDUALS IN EACH PRIORITY CATEGORY, INCLUDING HOW THE AGENCY WILL ASSIST ELIGIBLE INDIVIDUALS ASSIGNED TO CLOSED PRIORITY CATEGORIES WITH INFORMATION AND REFERRAL, THE METHOD IN WHICH THE VR AGENCY WILL MANAGE WAITING LISTS, AND THE PROJECTED TIMELINES FOR OPENING PRIORITY CATEGORIES. NOTE: PRIORITY CATEGORIES ARE CONSIDERED OPEN WHEN ALL INDIVIDUALS IN THE PRIORITY CATEGORY MAY BE SERVED.

DVR implemented an OOS and closed all priority categories in October 2017. DVR resolved its third priority category deferred waitlist in April 2022 after all applicants determined eligible continued to develop an Individual Plan for Employment and were not placed on the deferred list. DVR is not under an order of selection but maintains its priority categories as previously stated under (2)(A) of this section: Justification.

**3. HAS THE VR AGENCY ELECTED TO SERVE ELIGIBLE INDIVIDUALS OUTSIDE OF THE ORDER OF SELECTION WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT?**

Yes.

**H. WAIVER OF STATEWIDENESS.**

The State plan shall be in effect in all political subdivisions of the State, however, the Commissioner of the Rehabilitation Services Administration (Commissioner) may waive compliance with this requirement in accordance with Section 101(a)(4) of the Rehabilitation Act and the implementing regulations in 34 C.F.R. § 361.26. If the VR agency is requesting a waiver of statewideness or has a previously approved waiver of statewideness, describe the types of services and the local entities providing such services under the waiver of statewideness and how the agency has complied with the requirements in 34 C.F.R. § 361.26. If the VR agency is not requesting or does not have an approved waiver of statewideness, please indicate “not applicable.”

Not applicable.

**I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT.**

In accordance with the requirements in Section 101(a)(7) of the Rehabilitation Act, the VR agency must develop and maintain annually a description (consistent with the purposes of the Rehabilitation Act) of the VR agency’s comprehensive system of personnel development, which shall include a description of the procedures and activities the State VR agency will undertake to ensure it has an adequate supply of qualified State rehabilitation professionals and paraprofessionals that provides the following:

**1. ANALYSIS OF CURRENT PERSONNEL AND PROJECTED PERSONNEL NEEDS INCLUDING—**

**A. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE VR AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND**

**B. THE NUMBER AND TYPE OF PERSONNEL THAT ARE EMPLOYED BY THE VR AGENCY IN THE PROVISION OF VOCATIONAL REHABILITATION SERVICES, INCLUDING RATIOS OF QUALIFIED VOCATIONAL REHABILITATION COUNSELORS TO CLIENTS;**

**C. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE VR 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.**

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Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Staff Services/Senior Leadership	3	7	10
Branch Administrators	3	5	5
Supervisors	5	9	13
Vocational Rehabilitation Specialists/Teachers for the Blind/Vending Facility Specialists/Paraprofessionals	39	60	69
Clerical Support	11	23.5	29.5
Employment Specialists	1	3	8

**D. RATIO OF QUALIFIED VR COUNSELORS TO CLIENTS:**

HDVR aims to serve 3,240 individuals in PY 2024 and 3,487 individuals in PY 2025. There are 16 VRS vacancies out of 46 VRS positions, resulting in a 35% vacancy rate. However, HDVR will continue to serve eligible individuals and potentially eligible students with disabilities. To serve more individuals, HDVR is working to fill 16 VRS vacancies and monitor numbers to increase the number of individuals with disabilities served. The ratios of qualified vocational rehabilitation counselors to clients are as follows:

PY 2025: 1:58 (projected)

PY 2024: 1:54 (projected)

PY 2023: 1:64 (projected)

PY 2022: 1:61 (actual)

Branch	Position	Total Positions	Vacancies
<b>Administration &amp; Staff Support Office</b>	Administrators	2	0
	VRS/Staff Specialists	6	3
	Clerical Support	4	3
<b>Oahu Branch</b>	Branch Administrator	1	1
Serves 60% of total VR participants	Supervisors	6	1
55% of total VR Adult participants	Vocational Rehab Specialists	26	11
77% of total Pre-ETS participants	Social Service Aides	2	2
	Clerical Support	9	3

Branch	Position	Total Positions	Vacancies
	Employment Specialists	1	1
<b>Maui Branch</b>	Branch Administrator/Supervisor	1	0
Serves 12% of total VR participants	Vocational Rehab Specialists	5	1
Serves 14% of total VR Adult participants	Clerical Support	2	1
Serves 7% of total Pre-ETS participants			
<b>Hawaii Branch</b>	Branch Administrator/Supervisor	1	0
Serves 15% of total VR participants	Vocational Rehab Specialists	7	3
Serves 16% of total VR Adult participants	Clerical Support	3	2
Serves 12% of total PE participants			
<b>Kauai Branch</b>	Branch Administrator/Supervisor	1	0
Serves 8% of total VR participants	Vocational Rehab Specialists	3.5	1.5
Serves 9% of total VR Adult participants	Clerical Support	1	1
Serves 4% of total Pre-ETS participants	Employment Specialists	1	1
<b>Services for the Blind Branch</b>	Branch Administrator	1	1
Serves 5% of total VR participants	Supervisors	3	1
Serves 6% of total VR Adult participants	Vocational Rehab Specialists	3	0
Serves 0.22% of total Pre-ETS participants	Rehab Instructors	7	2
	Orientation/Mobility Therapists	2	1
	Vending Specialists	3	2

Branch	Position	Total Positions	Vacancies
	Employment Specialist	1	0
	Clerical Support	5	2
	Social Service Aides	1	1
	Account Clerk	1	1

**E. PROJECTED NUMBER OF INDIVIDUALS TO BE SERVED IN 5 YEARS:**

The table below shows the number of VRS positions in DVR, number of vacancies for each level, number expected to retire, max workload, minimum VR case capacity, and maximum VR case capacity for DVR. Based on the estimated number of retirements compared to the maximum case capacities that HDVR expects to build toward in the next five years. By following the trend of projected number of individuals to be served in PY 2024 and PY 2025 as stated in i.2.D, DVR projects to be serving 4,036 individuals by PY 2028 with a qualified rehabilitation counselor to client ratio of 1:67.

Position Title	# of positions	# of vacancies	# expected to retire	Workload	VR Case Capacity Min	VR Case Capacity Max
VRS I	7	3	0	40-50	280	350
VRS II	8	2	0	60-70	480	560
VRS III	21	10	0	80-120	1680	2520
VRS IV	10	1	1	80-120	800	1200
VRS V	8	5	2			
				Total Caseload	3240	4630

**2. DATA AND INFORMATION ON PERSONNEL PREPARATION AND DEVELOPMENT, RECRUITMENT AND RETENTION, AND STAFF DEVELOPMENT, INCLUDING THE FOLLOWING:**

**A. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM; THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND 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.**

Select 'Edit' to edit the narrative.

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

The University of Hawaii, Manoa Campus, College of Education, Kinesiology and Rehabilitation Sciences, offers a Master of Science Degree, specialization in Rehabilitation Counselor Education Program. However, it is no longer accredited by the Commission on Rehabilitation Counselor Certification (CRCC/CACREP), although they are accredited by a different body. Because DVR’s current CSPD policy states that qualified VR Specialists must have a degree from a CRCC-accredited university program and become CRC-certified, UH is not a source for training qualified VR Specialists to be employed by Hawaii DVR. As a result, Hawaii DVR specialists are forced to seek training out of state. DVR is working to improve access to in-state training by revising its CSPD policy and associated HR minimum qualification requirements, as well as cultivating a working relationship with the UH College of Education.

DVR has met with the SRC to discuss lowering its CSPD standard to a masters degree from an accredited university; or a bachelors degree from an accredited university for the VR Specialist Series based on a teleconference on March 11, 2024, and TA provided by RSA via email on March 25, 2024. Standards must be consistent with the Rehabilitation Act and regulations education and experience requirements, even if a State government has adopted a lower standard for state hires generally.

Institute of Higher Education	Type of Program	No. of Students Enrolled	No. of Prior Year Graduates
University of Hawaii at Manoa, College of Education, Kinesiology and Rehabilitation Services	Rehabilitation Counselor Education: MS Kinesiology and Rehabilitation Science	23	4

**B. THE VR AGENCY’S PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL, WHICH ADDRESSES THE CURRENT AND PROJECTED NEEDS FOR QUALIFIED PERSONNEL; AND THE COORDINATION AND FACILITATION OF EFFORTS BETWEEN THE VR AGENCY AND INSTITUTIONS OF HIGHER EDUCATION AND PROFESSIONAL ASSOCIATIONS TO RECRUIT, PREPARE, AND RETAIN PERSONNEL WHO ARE QUALIFIED, INCLUDING PERSONNEL FROM MINORITY BACKGROUNDS AND PERSONNEL WHO ARE INDIVIDUALS WITH DISABILITIES.**

DVR is extremely supportive of preparing, recruiting, hiring and retaining individuals with disabilities and persons from minority backgrounds. Personnel at DVR represent culturally diverse backgrounds reflective of the culture in Hawaii.

DVR 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.

DVR is working to improve access to in-state training by revising its CSPD policy and associated HR minimum qualification requirements for VRS I, II, & III, to be able to recruit UH students as prospective VRS staff. DVR is also cultivating a working relationship with the University of Hawaii at Manoa. This will improve preparation and retention of current qualified employees, as well as increase opportunities for recruitment of qualified VR Specialists, including those from minority backgrounds and those who have disabilities.

C. DESCRIPTION OF STAFF DEVELOPMENT POLICIES, PROCEDURES, AND ACTIVITIES THAT ENSURE ALL PERSONNEL EMPLOYED BY THE VR AGENCY RECEIVE APPROPRIATE AND ADEQUATE TRAINING AND CONTINUING EDUCATION FOR PROFESSIONALS AND PARAPROFESSIONALS:

I. 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

II. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO VR AGENCY PROFESSIONALS AND PARAPROFESSIONALS AND FOR PROVIDING TRAINING REGARDING THE AMENDMENTS TO THE REHABILITATION ACT MADE BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT.

Effective July 1, 2016, HDVR implemented the use of training plans, with updates integrated in 2020 for CRC requirements and continuing education credits. DVR staff (professionals and paraprofessionals) are required to complete Training Plan Development Worksheets annually, or more frequently as indicated. The worksheets assist in the identification of 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: university training to support the Masters of Rehabilitation Counseling; 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, DVR provides staff with training on AWARE, a records management system software system for VR staff. DVR also provides staff training on assistive devices for staff and clients. DVR 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, rapid engagement, application, eligibility

determination, IPE development, MSG and credential attainment, recording of the delivery of Pre-Employment Transition Services, post-exit employment and data collection strategies, and fiscal management, to include prior approval, period of performance, and other federal regulations related to allowable expenditures. Training has been provided to VR professional and paraprofessional staff via the VR Technical Assistance Centers, in-house training, conferences, webinars, and any other available means on an ongoing basis.

Training on assessments, vocational counseling and job placement is provided through the masters programs, through contracted medical and psychological consultants, and through various training webinars for continuing education credits.

Training and demonstrations on rehabilitation technology devices and services are provided by the Assistive Technology Resource Center of Hawaii (ATRC), the entity carrying out the State program under section 4 of the Assistive Technology Act of 1998. Trainings and demonstrations are also provided by various vendors in the community. Additionally, staff who attend state and national conferences receive demonstrations and training on rehabilitation technology devices.

Training on

3. DESCRIPTION OF VR AGENCY POLICIES AND PROCEDURES FOR THE ESTABLISHMENT AND MAINTENANCE OF PERSONNEL STANDARDS CONSISTENT WITH SECTION 101(A)(7)(B) TO ENSURE THAT VR AGENCY PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL ARE ADEQUATELY TRAINED AND PREPARED, INCLUDING—

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

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 is working to revise its current CSPD policy and associated HR minimum qualification requirements for VRS I, II, & III, to be able to recruit UH students as prospective VRS staff. DVR is also cultivating a working relationship with the University of Hawaii at Manoa. This will improve preparation and retention of current qualified employees, as well as increase opportunities for recruitment of qualified VR Specialists, including those from minority backgrounds and those who have disabilities.

DVR has met with the SRC to discuss lowering its CSPD standard to a masters degree from an accredited university; or a bachelors degree from an accredited university for the VR Specialist Series based on a teleconference on March 11, 2024, and TA provided by RSA via email on March 25, 2024. Standards must be consistent with the Rehabilitation Act and regulations education and experience requirements, even if a State government has adopted a lower standard for state hires generally.

DVR 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 DVR 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.



DVR's personnel standard is currently 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 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 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) certification 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.

Each newly hired Vocational Rehabilitation Specialist 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.

DVR 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. METHOD(S) THE VR AGENCY USES TO ENSURE THAT PERSONNEL ARE ABLE TO COMMUNICATE IN APPROPRIATE MODES OF COMMUNICATION WITH OR IN THE NATIVE LANGUAGE OF APPLICANTS OR ELIGIBLE INDIVIDUALS WHO HAVE LIMITED ENGLISH SPEAKING ABILITY.

Annual training via the DSE's HR office is provided to ensure that all VR personnel are able to communicate effectively with all VR participants. Language interpreters, including ASL and other non-English languages, are available via contract. All communications are provided to VR participants in their preferred formats via in-house or contracted services. 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 and deaf-blind participants and stakeholders. 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.

#### 5. AS APPROPRIATE, DESCRIBE THE PROCEDURES AND ACTIVITIES TO COORDINATE THE DESIGNATED STATE UNIT'S COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT WITH PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

HDVR will coordinate CSPD activities with those provided under the IDEA through the State Rehabilitation Council (SRC). A representative for 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 orientations 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 counselor's 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 agency's 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 ongoing development and needs of the students. 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.

Since 2020, HDVR has 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 DVR branch office ensures that every school/school district has a VRS or a team of VRS working with each high school.

#### J. COORDINATION WITH EDUCATION OFFICIALS.

In accordance with the requirements in Section 101(a)(11)(D) of the Rehabilitation Act—

1. DESCRIBE PLANS, POLICIES, AND PROCEDURES FOR COORDINATION BETWEEN THE DESIGNATED STATE AGENCY AND EDUCATION OFFICIALS RESPONSIBLE FOR THE PUBLIC EDUCATION OF STUDENTS WITH DISABILITIES, THAT ARE DESIGNED TO FACILITATE THE TRANSITION OF THE STUDENTS WITH DISABILITIES FROM THE RECEIPT OF EDUCATIONAL SERVICES IN SCHOOL TO THE RECEIPT OF VOCATIONAL REHABILITATION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES.

DVR 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 DVR 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 currently under review by HIDOE, and will be referred to as the SEA Agreement and include the statutory requirements under the Rehabilitation Act of 1973, as amended by the WIOA. DVR awaits feedback from HIDOE before signatures may be obtained.

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 DVR 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-employment transition services are available to students with disabilities who are potentially eligible and eligible for VR services. As such, pre-employment transition services are available prior to and after application, as well as under an IPE (34 C.F.R. 361.48.(b)(18)). Pre-employment transition services can be provided to potentially eligible and eligible students.

When the responsibilities of HIDOE and DVR 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, policies and protocols established to serve students with disabilities who need transition services and are referred to DVR 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 a minimum of 15% of DVR'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.

Students with disabilities (SWD) are able to access Pre-ETS through HDVR either as Potentially Eligible (PE) or VR-Eligible and may be referred to HDVR by either school personnel, family member, or any other community source. HIDOE and HDVR are currently in collaboration to provide cross-training to respective staff on agency processes ensuring SWD are identified and referred for further employment skill development, as needed by the individual student.

DVR recommends HIDOE SWD 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.

Services provided through Pre-ETS programming include: 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; self-advocacy, peer mentoring; and Work-Based Learning Experiences (WBLE). The WBLE opportunities include in-school and after-school, off-campus placements that are outside the traditional school setting, and internships provided in an integrated setting.

VR counselors provide counseling in job exploration and transition or post-secondary training/education activities. The five (5) required Pre-ETS activities have been contracted through eleven (11) Community Rehabilitation Providers (CRPs), statewide. The CRPs were identified through a public RFI/RFP process and were selected based on their ability to provide all five Pre-ETS to SWD within their targeted geographic location, providing assurance services are available statewide, addressing the identified needs within our rural communities.

DVR has five branches: two branches located on the island of Oahu, and one each on Maui, Kauai, and Hawaii Island. DVR's branches provide transition services in coordination with stakeholders and the designated HIDOE high schools statewide. The VR 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.

VR 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 HODOE schools for students with disabilities to access VR transition and Pre-ETS program services on Oahu.

DVR 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, aunts 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.

DVR 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 DVR's goals and mission, access to Pre-ETS supports, eligibility criteria, scope of services, rights, remedies, and connect the HODOE students with disabilities to community paid work-based learning experiences through DVR'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 HODOE, 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.

DVR 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. DVR 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 DVR's CRP's and compensated at competitive wages, and in compliance with Department of Labor's Fair Labor Standards Act.

2. DESCRIBE THE CURRENT STATUS AND SCOPE OF THE FORMAL INTERAGENCY AGREEMENT BETWEEN THE VR AGENCY AND THE STATE EDUCATIONAL AGENCY. CONSISTENT WITH THE REQUIREMENTS OF THE FORMAL INTERAGENCY AGREEMENT PURSUANT TO 34 C.F.R. § 361.22(B), PROVIDE, AT A MINIMUM, THE FOLLOWING INFORMATION ABOUT THE AGREEMENT:

A. CONSULTATION AND TECHNICAL ASSISTANCE, WHICH MAY BE PROVIDED USING ALTERNATIVE MEANS FOR MEETING PARTICIPATION (SUCH AS VIDEO CONFERENCES AND CONFERENCE CALLS), TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES AND OTHER VOCATIONAL REHABILITATION SERVICES;

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY PERSONNEL FOR STUDENTS WITH DISABILITIES THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) UNDER SECTION 614(D) OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT;

C. THE ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES;

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES. OUTREACH TO THESE STUDENTS SHOULD OCCUR AS EARLY AS POSSIBLE DURING THE TRANSITION PLANNING PROCESS AND MUST INCLUDE, AT A MINIMUM, A DESCRIPTION OF THE PURPOSE OF THE VOCATIONAL REHABILITATION PROGRAM, ELIGIBILITY REQUIREMENTS, APPLICATION PROCEDURES, AND SCOPE OF SERVICES THAT MAY BE PROVIDED TO ELIGIBLE INDIVIDUALS;

E. COORDINATION NECESSARY TO SATISFY DOCUMENTATION REQUIREMENTS SET FORTH IN 34 C.F.R. PART 397 REGARDING STUDENTS AND YOUTH WITH DISABILITIES WHO ARE SEEKING SUBMINIMUM WAGE EMPLOYMENT; AND

F. ASSURANCE THAT, IN ACCORDANCE WITH 34 C.F.R. § 397.31, NEITHER THE SEA NOR THE LOCAL EDUCATIONAL AGENCY WILL ENTER INTO A CONTRACT OR OTHER ARRANGEMENT WITH AN ENTITY, AS DEFINED IN 34 C.F.R. § 397.5(D), FOR THE PURPOSE OF OPERATING A PROGRAM UNDER WHICH YOUTH WITH A DISABILITY IS ENGAGED IN WORK COMPENSATED AT A SUBMINIMUM WAGE.

Currently, the formal interagency agreement (State Educational Agreement, or “SEA”) between VR and the Hawaii State Department of Education (DOE) executed in June 2019 is under revision, reflecting the following within the scope of the agreement:

**A. Consultation and technical assistance, which may be provided using alternative means for meeting participation (such as video conferences and conference calls), to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including pre-employment transition services and other vocational rehabilitation services.**

DVR agrees to provide consultation and technical assistance to DOE district and school special education staff in planning for the transition of Students with Disabilities (SWD) from school to post-school activities, including pre-ETS (also provided to potentially eligible DVR participants) and other DVR services. Consultation and technical assistance are provided by the administrative, supervisory, and direct services staff of DVR and may occur formally or informally throughout the school year.

Consultation and technical assistance to DOE may include but is not limited to: information related to outreach, DVR application and referral procedures; eligibility criteria; development of the Individualized Plan for Employment (IPE); and available VR services, including pre-ETS and transition services. Assistance may be requested by phone, e-mail, mail, or in-person, and may be provided using alternative means such as video conference and conference calls.

#### General Consultation and Technical Assistance

DVR's Vocational Rehabilitation Specialists assigned to high schools, and Branch Administrators or Section Supervisory staff assigned to collaborate with the DOE Complex Areas, shall be responsible for providing consultation and technical assistance on an on-going basis to the DOE special education and transition personnel at the school level and Complex level in planning activities for SWD. The general areas of consultation and technical assistance provided by the VRS shall include, but are not limited to:

1. DVR pre-ETS, transition services, and other VR services;
2. Assistive Technology (AT) evaluations as they pertain to the needs for vocational rehabilitation and employment purposes upon the SWD exiting high school (see Section X. C. 5. below for more information);
3. Community work experience development;
4. Strategies for successful job placement;
5. Career exploration;
6. Local providers and resources to supplement transition services in addition to DVR; and

7. Federal financial aid available for postsecondary education.

#### Annual Consultation and Technical Assistance

DVR Branch Administrators and Section Supervisors, or their designees, shall be responsible for providing annual consultation and technical assistance on transition activities and pre-ETS to DOE special education and transition personnel at the district and school levels, to include but not limited to, information related to the following:

1. DVR service description including pre-ETS, transition services and other DVR services outreach procedures;
2. DVR eligibility criteria;
3. AT assessments as they pertain to DVR;
4. Social Security Disability Benefits;
5. DVR referral and application procedures for SWD who are potentially eligible and seeking eligibility for VR services; and
6. Scope of Services available through the DVR process.

#### **B. Transition planning by personnel of the designated State agency and educational agency personnel for students with disabilities that facilitates the development and implementation of their individualized education programs (IEPs) under section 614(d) of the Individuals with Disabilities Education Act.**

#### Pre-Employment Transition Services and Transition Services Planning

1. DVR is responsible for fulfilling the requirements authorized by the Rehabilitation Act and shall collaborate with DOE in the planning, provision, and arrangement of pre-ETS to potentially eligible and eligible SWD beginning at age 14 through the age of 21.
2. DVR is responsible for individualized DVR services, including transition services and other services authorized by the Rehabilitation Act and identified on an IPE. The provision of DVR services shall be consistent with current DVR policies and procedures.
3. DVR Financial Responsibilities: DVR is responsible for DVR services authorized by the Rehabilitation Act and identified on DVR's PE Agreement or an approved IPE.

#### To fulfill its responsibilities, DVR shall:

1. Plan for the statewide provision of pre-ETS and transition services in accordance with the Agreement, DVR policies, procedures, and guidelines pursuant to requirements under the Rehabilitation Act. The DVR State Program Specialist for Transition shall assist DVR staff with issues and concerns related to coordination and the provision of transition services and pre-ETS in schools.
2. Have DVR State Program Specialist for Transition and VRS staff collaborate to support contact with the appropriate DOE staff to provide clarification on the roles and responsibilities of each entity if roles and responsibilities for the provision of pre-ETS and transition services are unclear after evaluating the purpose of the service, who customarily provides the service, and who is eligible for the service.
3. Collaborate, arrange, provide, and pay for pre-ETS for SWD in need of such services, including SWD who may be potentially eligible for DVR services, as well as DVR or



employment-related services for DVR-eligible SWD as identified on the IPE for SWD, in accordance with DVR requirements for comparable services and benefits, and personal resources.

4. Provide DVR services to DVR-eligible SWD as authorized by the Rehabilitation Act including pre-ETS, individualized transition services, and other DVR services identified on an IPE.
5. Assist SWD to achieve CIE outcomes, including supported employment, as appropriate, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
6. Develop and support early work experiences, apprenticeships, and internships including summer work experiences, as appropriate.
7. Ensure the DVR services required to support SWD are included in the IPE and amendments, and that these services are provided to the SWD who may share them with the DOE transition team.
8. Provide information during intake to parent and student regarding the DVR referral and application processes, DVR eligibility requirements, the purpose of the DVR program, scope of the DVR services, and information related to the Client Assistance Program (CAP).
9. Share information regarding DVR policies, procedures, guidelines, programs, and services for the purpose of improving the access to and availability of pre-ETS and transition services.
10. Provide brochures and materials about the DVR process and services to the school districts for distribution to SWD, parent(s) or legal guardian(s), teacher(s) and others.
11. Participate with DOE on joint trainings of the school district staff, as new Federal or State requirements or initiatives are identified, as applicable.
12. When invited and available, VRS shall participate in the IEP and 504 Plan meetings that involve the development and implementation of the transition plan, in person or remotely. If unable to attend, prior to the scheduled IEP or 504 Plan meeting or as soon as possible after the meeting, the VRS shall provide information to the school team, which shall be considered in the development of the transition plan.
13. Have VRS inform their respective school contacts of community events, such as job fairs, transition fairs, comparable resources, and career days to introduce and expose SWD to possible career options.
14. Upon request and with written parental consent, have VRS provide a copy of the eligibility certification, IPE (including any amendments of the IPE) to the identified school contact (special education or transition teacher).

DVR shall be fiscally responsible for VR services identified on the DVR PE Agreement or an approved IPE and authorized by the Rehabilitation Act. Upon request and coordination, DVR shall provide training for school Districts on DVR financial responsibilities and DVR's responsibilities to encourage full participation in the process.

DOE Responsibilities:

1. DOE is responsible for fulfilling all the requirements set forth in Part B of the IDEA that are necessary for ensuring a FAPE to SWD, and planning for the successful transition of SWD to postsecondary education, employment, and/or independent living, as appropriate. This includes the partnership with, and inclusion of, any outside entity, including agencies and employers likely to provide services to SWD.
2. DOE Financial Responsibilities: DOE shall be responsible for ensuring that FAPE is made available to eligible SWD, including special education services or related services included in the IEP, as authorized by the IDEA or Section 504 of the Rehabilitation Act.

To fulfill its responsibilities, DOE shall:

1. Provide information to SWD and their families on the purpose of the DVR program and the scope of services offered by DVR;
2. Provide documentation (digital or hard copy) and any relevant information for potentially eligible SWD. Provide copies of current (high school) medical, psychological, audiological assessments (within a year preferred), validation of measurable skills gains and certifications annually to include but not be limited to, certificates of completion, diplomas, grade transcripts for VRS to facilitate the eligibility determination, plan development and case monitoring processes for SWD who are applying for VR services and dually enrolled in DOE and DVR services;
  3. Upon parental consent, identify SWD interested in transition services, pre-ETS, and/or other DVR services, and refer them to DVR. The DOE IEP Care Coordinator shall collaborate with the designated DOE Transition Coordinator at each high school to ensure timely referrals are submitted to the DVR assigned VRS;
  4. Invite the VRS to participate in the IEP or 504 Plan meeting and transition planning process, with the permission of the parent(s) or legal guardian(s).
  5. Ensure that the SWD transition plan is documented in their IEP for all IDEA identified SWD or their Personal Transition Plan (PTP) for all Section 504 identified SWD. If applicable, plans shall include for the individual SWD:
    - a) A statement of transition services to be provided through DOE and DVR;
    - b) A list of experiences that DVR shall make available to the SWD including pre-ETS group training, in-school work-based learning, and community work-based learning.
6. Upon receipt of written parental consent, provide a copy of the IEP or 504 Plan and/or PTP, most recent evaluation results, and current (within one year) medical reports as applicable, to the VRS for all SWD who were found eligible for DVR services. For SWD that shall be exiting, DOE includes transcripts, Summary of Progress (SOP) and referral data to VRS for all SWD who are referred to DVR.
7. Provide documentation of service delivery, to include Career and Technical Education (CTE) programming.
8. Provide and pay for the DOE special education and related services identified in the IEP, including transition services for eligible SWD under IDEA (34 C.F.R. §300.17) to ensure FAPE is made available to eligible SWD.

**C. The roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services and pre-employment transition services.**

DVR and DOE both shall:

1. Collaborate to arrange for and co-facilitate quarterly transition meetings for DOE and DVR staff so they are fully informed of their responsibilities.
2. Assist the other party on issues and concerns related to the coordination and implementation of transition services and pre-ETS.
3. Meet regularly to address systems, policy, practice, and funding issues that facilitate or negatively impact the transition of SWD from school to work or postsecondary education.
4. Foster innovation in transition program design and service delivery strategies between DVR and DOE.
5. Utilize a common message when sharing information to local DVR offices and DOE's Districts and Complexes.
6. Post this SEA Agreement on their respective websites (or in a location readily available to each agency's staff).
7. Align policy and practice at the state and local levels to facilitate the seamless transition of SWD from school to work or postsecondary education; minimize redundant services; and maximize resources in both systems.
8. Develop and provide trainings and professional development opportunities to improve transition and employment results.
9. Provide a copy of the SEA Agreement to the following key stakeholders:
  - a. All Complex Area Superintendents;
  - b. All directors of Special Education;
  - c. All DVR administrative staff to include Branch Administrators, Supervisors, and policy and program staff;
  - d. The State Rehabilitation Council;
  - e. The Department of Health Developmental Disabilities Determination Branch;
  - f. The Department of Health Developmental Disabilities Council; and
  - g. Other entities as identified by the parties.
10. Mutually develop and distribute notices, memorandums, and other information regarding transition to key stakeholders.
11. Give timely notice to key stakeholders of all proposed changes to rule or policy that relate to students and youth in transition.
12. Collaborate toward meeting the unique needs of DVR, DOEs Districts and Complex offices and facilitate seamless transition for SWD from a FAPE to the provision of DVR services.

13. Collaborate with DOE's Districts and Complexes to provide or arrange for the provision of pre-ETS for all SWD in need of such services who are eligible or potentially eligible for services under the WIOA.

**D. Procedures for outreach to and identification of students with disabilities who need transition services and pre-employment transition services. Outreach to these students should occur as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the vocational rehabilitation program, eligibility requirements, application procedures, and scope of services that may be provided to eligible individuals.**

DVR utilizes a variety of outreach methods at the State, local, and family or individual levels for the identification of and outreach to SWD, including students who qualify under IDEA or Section 504 of the Rehabilitation Act. These procedures are detailed below.

A. Outreach at the State level

In collaboration with other WIOA core partners, and for additional outreach opportunities, DVR's administrative level staff serve on boards and councils to address the joint responsibilities under the Rehabilitation Act. These partnerships include, but are not limited to:

1. State Council on Developmental Disabilities;
2. State Council on Mental Health;
3. Special Education Advisory Council (SEAC);
4. University of Hawaii, Rehabilitation Counselor Education Program's Advisory Board;
5. State Workforce Development Board;
6. Programs providing independent living supports and skills training;
7. City & County of Honolulu, Department of Transportation, Committee on Accessible transportation;
8. Ho'opono (Services for the Blind Branch) Advisory Council; and
9. Deaf & Hard of Hearing Advisory Board.

B. Outreach at the Local Level

1. DVR branch managers, section supervisors, and VRS shall assist Districts and Complexes and school staff with the identification of SWD who may be potentially eligible or are eligible for DVR services, including pre-ETS.

a. Referral and Application.

DVR shall: ensure referrals and applications are available to SWD and their families; describe the purpose of the DVR program and the scope of services available; describe the referral process, application procedures as well as timeliness for each procedure; provide informational literature; and explain eligibility requirements and the 60-day eligibility determination timeline.

b. Eligibility.

When an application is submitted, DVR shall make an eligibility determination within 60-days unless exceptional and unforeseen circumstances beyond DVR's control preclude making an

eligibility determination within 60-days, DVR and the SWD (with parent(s) or legal guardian(s), if applicable) shall collaborate on an agreement for a specific extension of time.

c. IPE Development.

DVR shall collaboratively work with the SWD and their family, as appropriate, to develop the IPE (service plan) within 90-days of the eligibility determination. The provision of individualized DVR services shall commence upon the completion of the approved IPE, signed by the participant, their parent(s) or legal guardian(s), as appropriate, and the VRS.

2. DVR shall receive referrals of SWD for pre-ETS as well as potential DVR applicants by maintaining an active presence at the following DOE activities and events:

- a. IEP and 504 Plan and transition planning meetings;
- b. Parent support groups;
- c. Parent forums hosted by assigned high schools;
- d. Transition Fairs;
- e. Programs providing independent living skills training;
- f. Organizations serving youth who are blind, partially sighted, deaf, hard of hearing or deaf-blind; and
- g. Job and career fairs.

**E. Coordination necessary to satisfy documentation requirements set forth in 34 CFR part 397 regarding students and youth with disabilities who are seeking subminimum wage employment.**

Documentation Requirements of Section 511

Under Section 511 of the Rehabilitation Act, 14(c) businesses, referred to as “employers,” are prohibited from employing any individual with a disability who is 24 years of age or younger at subminimum wage, unless the individual has received documentation from DVR upon completion of all the following activities:

- a. Pre-employment transition services for transition services under IDEA;
- b. Application for DVR services and the individual was determined:
  - i. Ineligible for DVR services; or
  - ii. Eligible for DVR services, had an approved IPE, and the individual was unable achieve an employment outcome in CIE after a reasonable period, and his or her case was unsuccessfully closed.
- c. Career counseling, as well as information and referral services to federal and state programs to help the individual discover, experience, attain CIE, was provided for competitive employment and not for employment at subminimum wage. This information shall be shared by DOE with the SWD, parent(s) or legal guardian(s), and teacher(s). This information and process shall also be shared with participants during the IEP meetings for transition planning. DVR shall maintain the documentation and provide a copy to the SWD within the timelines as specified

under 34 C.F.R. §397. Documentation of any of these services provided by DOE must be provided to the SWD and DVR.

d. DVR, in consultation with DOE, must develop or use an existing process to document the completion of these subminimum wage employment requirements as well as the transmittal of documentation from DOE to DVR, consistent with the confidentiality requirements of the FERPA and the IDEA. DVR and DOE must retain copies of the documentation in a manner consistent with the requirements of 2 C.F.R. §200.334. At a minimum, this documentation must contain:

- i. Name of SWD or Youth;
- ii. Determination made, including a summary of reason for the determination or a description of the activity or service completed;
- iii. Name of the individual making the determination or the provider of the service or activity;
- iv. Date determination was made or the required service or activity completed;
- v. Applicable signatures and dates by DVR or DOE personnel making determination or completion of the required services or activity;
- vi. Signature of DVR personnel transmitting documentation to the SWD; and
- vii. Date and method by which the document was transmitted to the SWD, as required by 34 C.F.R. §397.10(a)(1).

2. When a SWD expresses interest in subminimum wage employment.

For students seeking sub-minimum wage employment opportunities in the contiguous United States, DVR and DOE shall coordinate the documentation as specified in 20 U.S.C. §794g and 34 C.F.R. §397 and summarized below:

a. The VRS shall share this information with the DOE IEP team, separately or at the IEP team meeting, to help in transition planning. DVR and DOE shall retain copies of the documentation in a manner consistent with the requirements of 2 C.F.R. §200.334.

b. DVR shall provide a copy of the subminimum wage agreement to the SWD and DOE representatives, inclusive of the following information:

- i. Name of SWD;
- ii. Provision by DOE of transition services, as documented and described in the IEP. Many of these services are defined in the transition section of the IEP and provided over the course of the year, not at a specific time. Therefore, the IEP year shall be considered the date the service was provided. The most current IEP shall be provided to DVR within 30 days of the request, as required. The name of the Care Coordinator listed on the IEP shall be the provider of the service, unless otherwise specified; no signature shall be present as the IEP is DOE's official record of the SWD educational plan; and
- iii. Signature of the DVR personnel transmitting documentation to the SWD and the date and method of the transmission.

c. When a SWD (or their parent(s) or legal guardian(s)), through informed choice, refuses to participate in the activities required under Section 511 of the Rehabilitation Act or the implementation regulations of 34 C.F.R. §397, the following documentation shall be provided by DVR to the SWD within ten (10) calendar days of the refusal to participate:

- i. Name of SWD;
  - ii. Description and reason for the refusal dated by the SWD or their parent(s) or legal guardian(s);
  - iii. Signature and date of the DVR VRS on the refusal document;
  - iv. Date and method of transmission of the documentation to the SWD; and
- d. DVR VRS shall route the documentation to the administrative level for required retention of all documentation provided to the designated unit, in a manner consistent with the requirements of 2 C.F.R. §200.334.
- e. If a SWD chooses not to participate in the activities required by Section 511 of the Rehabilitation Act and final regulation, 34 C.F.R. §397, or chooses to opt out of DVR services entirely, such a choice shall impact the permissibility of the SWD to work at subminimum wage and precludes the SWD from obtaining subminimum wage employment given the limitations imposed by Section 511 of the Rehabilitation Act and 34 C.F.R. §397. Accordingly, DVR shall inform the SWD and their parent(s) or legal guardian(s) of the SWD's ineligibility for subminimum wage employment if the SWD refuses to participate in the required activities. DVR shall provide the refusal document to the SWD within ten (10) calendar days of choosing to opt out of participation.

**F. Assurance that, in accordance with 34 CFR 397.31, neither the SEA nor the local educational agency will enter into a contract or other arrangement with an entity, as defined in 34 CFR 397.5(d), for the purpose of operating a program under which youth with a disability is engaged in work compensated at a subminimum wage.**

A. Confidentiality Assurance.

The SEA Agreement requires the sharing of information, including required documentation and data between DVR and DOE. Information about SWD of DVR- and DOE-held data regarding SWD from Districts and Complexes shall be released in conformance with regulations governing confidentiality of personally identifiable information, including but not limited to the Federal Educational Rights and Privacy Act (34 C.F.R. Part 99) ("FERPA"); IDEA (34 C.F.R. Parts 300 and 303); HAR §8-34, as related to DOE; 20 C.F.R. Part 603; 34 C.F.R. Part 361, HAR §17-401.1 as related to DVR, and Chapter 487N, HRS, as related to security breaches of personal information.

B. Sub-Minimum Wage Assurance.

The State of Hawaii prohibits employers from engaging in the practice of utilizing sub-minimum wages. In accordance with 34 C.F.R. §397.31, DOE Districts and Complexes, and DVR shall not enter a contract or arrangement with an entity, as defined in 34 C.F.R §397.5(d), for the purposes of operating a program under which a youth with a disability is engaged in work compensated at subminimum wage.

**K. COORDINATION WITH EMPLOYERS**

In accordance with the requirements in Section 101(a)(11)(E) of the Rehabilitation Act, describe how the VR agency will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR

services; and transition services for youth and students with disabilities, including pre-employment transition services for students with disabilities.

DVR collaborates with the WIOA core partners statewide through established Memorandums of Agreements to engage with employers in addressing future workforce needs and expansion of business operations associated with skills development. DVR has implemented evidence-based practices and innovative strategies for addressing key challenges to strengthen employer engagement through employer outreach activities, job development and job negotiation tailored to the unique business needs of individual employers.

DVR works with employers and core partners to provide information on disability awareness, guidance on the ADA, reasonable accommodations, and rehabilitation and assistive technology. DVR has engaged in the following activities to create sustainable employment service models over time:

1. **AJC:** Co-located activities are regularly conducted with DVR participants and prospective referrals. Resource sharing is provided by staff to enhance AJC services and engagement of individuals with disabilities under the statewide MOA currently in place. DVR leadership participate in regular AJC partner meetings and sub-committees to support employer engagement and promote competitive integrated employment for individuals with disabilities.
2. **Hawaii Employment First Taskforce:** Established with DVR as a core partner to analyze and promote changes in policies and procedures needed to increase opportunities for competitive integrated employment for all individuals with disabilities.
3. **Disability:In:** Disability:In is a national organization of businesses which empowers businesses to achieve disability inclusion and equality. DVR is an active member of Disability:In Hawaii which has been created by business leaders to share best practices in hiring, retaining, and marketing strategies for individuals with disabilities.
4. **Legislative Forum:** Annually, the islands of Kauai, Maui and Hawaii bring employers together to engage in dialogue with DVR, the Developmental Disabilities Council, and state legislators to share success stories of hiring individuals with disabilities, compliance with the ADA and ways to promote job recruitment and retention.
5. **Job Recruitment Fairs:** Participation by DVR staff in year-round events to promote the hiring of individuals with disabilities, meet employers and secure jobs for participants.
6. **HireNet:** A statewide, integrated, and interactive workforce portal used to track employment opportunities, contracts with employers and participants with disabilities utilizing the platform.

DVR's Employment Specialists and Vocational Rehabilitation Specialists meet with employers on a regular basis on and off the job site to promote DVR, develop relationships and provide to the needs of the business. Various forms of employment opportunities may be established such as internships, work-based learning experiences, apprenticeships, on the job training, all with the end goal of successful competitive integrated employment in mind. DVR also hosts "Business Highlights" throughout the year for staff and partners. Employers are invited to highlight their business and promote job openings for our job candidates.

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



DVR continues collaboration efforts in partnership with the Hawaii State Council on Developmental Disabilities and the Hawaii Department of Education, engaging employers in providing students and youth with community workplace readiness training and work-based learning experiences. Currently, collaboration includes the possible expansion of internship opportunities for SWD in the health and hospitality industries, to include providing opportunity to young adults who have aged out of high school (up to age 24). In addition, DVR and HIDEOE are currently exploring expansion of the Career Technical Education opportunities to include individuals with most significant disabilities. .

In an effort to prepare Hawaii's future workforce, DVRs Vocational Rehabilitation Specialists and Statewide Program Specialist for Transition work in conjunction with the DOE staff, Community Rehabilitation Providers and employers to identify and implement a variety of industry opportunities for students and youth. These opportunities for students and youth with disabilities provide critical exposure for exploration of their interests and to develop skills, attitudes, and behaviors consistent with industry and employer-specific standards.

#### L. INTERAGENCY COOPERATION WITH OTHER AGENCIES

In accordance with the requirements in Section 101(a)(11)(C) and (K), describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system to develop opportunities for community-based employment in integrated settings, to the greatest extent practicable for the following:

##### 1. STATE PROGRAMS (DESIGNATE LEAD AGENCY(IES) AND IMPLEMENTING ENTITY(IES)) 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 through FFY 2018 DVR had two vendors for Assistive Technology Services, and both were able to provide services statewide. From FFY 2019 through FFY 2023 DVR has one vendor, Assistive Technology Resource Center of Hawaii, for Assistive Technology services providing all services statewide. DVR is planning to rebid for services in FFY 2024. The RFI/RFP process has been initiated and prospective bidders will submit their proposals for review and funding consideration.

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 DVR's budget, but rather reflects 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.

## 2. 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.

## 3. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH;

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. DVR has MOUs with AJCs throughout the State, and DVR staff are co-located at the AJC offices on a regular schedule. DVR makes referrals to, and receives referrals, from, the AJC and provides the scope of VR services to eligible individuals. DVR also attends regular meetings with AJC staff to address any concerns and plan for improvements.
- Job Corps services youth aged 16-24 years old with job training, obtaining their GED, and a residential program. DVR does not have a formal agreement with Job Corps; however, DVR receives referrals and provides services to these youth.
- 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. As the Designated State Entity (DSE) or passthrough agency for IL-B funds, DVR is recommending language to the State Independent Living Council (SILC) in planning meetings to revise the SPIL to encourage collaboration with the Centers on Independent Living (CILs) to ensure an increased success in our efforts to offer services and programming to youth in transition. DVR does not have a formal agreement with the CILs; however, DVR makes referrals to, and receives referrals from, the CILs and provides services to these youth.

## 4. STATE USE CONTRACTING PROGRAMS;

DVR does not have state-use contracting programs.

## 5. STATE AGENCY RESPONSIBLE FOR ADMINISTERING THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT (42 U.S.C. 1396 ET SEQ.);

In 2016, the DHS MedQuest Division (designated state agency to administer the Hawaii Medicaid program) and DVR 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 2025.

Supporting the authorization of this Executive Order continued to be a priority of HEFT, which is comprised of the DVR, 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.

DVR 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.

#### 6. STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES;

In 2019, DVR 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 DVR 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 completed in February 2024.

DVR has implemented 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 DVR and DOH-DDD without duplication of services, as they progress from supported employment services to long-term supports. This MOU was executed in February 2024.

DVR'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.

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, DVR 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 DVR. DVR is an active partner on the State Council on Mental Health, sharing updates on statewide services available to eligible residents, and DVR'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. DVR's Employment Team hosts and invites partners to monthly remote employer engagement presentations on recruitment, hiring, qualifications for vacancies, and human resource supports offered by these employers.

#### 7. STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES; AND

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, DVR meets monthly with DOH CAMHD staff to provide information on the VR program, specifically on Supported Employment services for youth with the most significant disabilities. These meetings strengthen program knowledge for line staff, and collaboration between agencies, including referrals to HDVR. DVR is an active partner on the State Council on Mental Health, sharing updates on statewide services available to eligible residents, and DVR's related performance outcomes. VR 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.

#### 8. OTHER FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS OUTSIDE THE WORKFORCE DEVELOPMENT SYSTEM.

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, memorandums 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 an agreement with Hawaii's Department of Labor and Industrial Relations and the Hawaii DOE's Adult Education Program, DVR has access to the State Wage Interchange System (SWIS). 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 MOUs 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 MOUs 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 these IFAs is to establish

terms and conditions of how services and operating costs of the local workforce system will be funded.

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.

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.

#### 9. OTHER PRIVATE NONPROFIT ORGANIZATIONS.

DVR utilizes outcomes and competitive market rates or fee structures 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.

DVR 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;
- Pre-Employment Transition 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 DVR, 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 DVR 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 DVR, for vocational rehabilitation services and other support services necessary to achieve their vocational goals.

With Hawaii's Partnership Plus Agreement, DVR partners with ENs 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 DVR and the EN's employment retention services. The agreement strengthens the existing partnership between DVR and the ENs around the provision of VR services for participants needing long-term supports.

Annually, DVR 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 DVR to develop programs, improve services, and allocate resources that address the identified needs. Once the data is gathered from the CSNA covering the period 2018-2023 (triennial 2018-2020 and 2021-2023), DVR 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 no later than 2026.

#### ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner, that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

**The VR agency must select the "Edit" button to review and agree to the VR State plan Assurances.**

The State Plan must 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 State plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.
3. Administration of the VR services portion of the Unified or Combined State Plan: The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:
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. either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.
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. as applicable, 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.
3.f. as applicable, the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.
3.g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.
3.h. the requirements 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.
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 State Plan must include
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 as set forth in section 101(a)(18)(A).
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)(E) 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 or, if implementing an order of selection, in accordance with criteria established by the State for the order of selection as set out in section 101(a)(5) of the Rehabilitation Act.
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 the requirements for the development of an individualized plan for employment in accordance with section 102(b) 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 sections 101(a)(14) and 511 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.A. strategies to address the needs identified in the assessments; and
4.j.i.B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and

The State Plan must include
4.j.ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15), 101(a)(25) and 113).
4.j.iii. shall reserve not less than 15 percent of the allocated funds for the provision of pre-employment transition services; such funds shall not be used to pay for the administrative costs of providing pre-employment transition services.
5. Program Administration for the Supported Employment Title VI Supplement to the State plan:
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 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.
6. Financial Administration of the Supported Employment Program (Title VI):
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)(H) and (I) 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:
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 the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act 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)(7)(C) and (E) of the Rehabilitation Act.

Do you attest that these assurances will be met?

Yes

### VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

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 TITLE IV OF WIOA[1], AND ITS STATE PLAN SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT;

[1] Public Law 113-128.

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Hawaii Division of Vocational Rehabilitation

2. IN THE EVENT THE DESIGNATED STATE AGENCY IS NOT PRIMARILY CONCERNED WITH VOCATIONAL AND OTHER REHABILITATION OF INDIVIDUALS WITH DISABILITIES, THE DESIGNATED STATE AGENCY MUST INCLUDE A DESIGNATED STATE UNIT FOR THE VR PROGRAM (SECTION 101(A)(2)(B)(II) OF THE REHABILITATION ACT). AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (DESIGNATED STATE AGENCY OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT)[2] AGREES TO OPERATE AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[3], THE REHABILITATION ACT, 34 CFR 361.13(B) AND (C), AND ALL APPLICABLE REGULATIONS[4], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE TO STATES UNDER SECTION 111(A) 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;

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

ENTER THE NAME OF DESIGNATED STATE AGENCY

Hawaii State Department of Human Services

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, OR THE DESIGNATED STATE UNIT WHEN THE DESIGNATED STATE AGENCY HAS A DESIGNATED STATE UNIT, AGREES TO OPERATE AND IS RESPONSIBLE FOR THE

ADMINISTRATION OF THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[5], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[6], 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;

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

4. THE DESIGNATED STATE UNIT OR, IF NOT APPLICABLE, THE DESIGNATED STATE AGENCY 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 AND IS RESPONSIBLE FOR THE ADMINISTRATION OF THE VR PROGRAM IN ACCORDANCE WITH 34 CFR 361.13(B) AND (C);

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

Hawaii Division of Vocational Rehabilitation Administrator, Lea Dias

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

Hawaii Division of 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

[1] Public Law 113-128.

[2] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

[3] No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

[4] Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3474; and the State VR Services program regulations at 34 C.F.R. part 361.

[5] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

[6] Applicable regulations, in part, include the citations in footnote 4, as well as Supported Employment program regulations at 34 C.F.R. part 363.

CERTIFICATION SIGNATURE

**To review and complete the Certification section of the VR portion of the State plan, please select the “Edit” button.**

Note, please do not edit the table header or formatting. Only edit the table contents.

If you accidentally edit the table headers and structure, open this link to the blank table. You can copy and paste the table into the narrative field, and start over if needed.

Signatory information	Enter Signatory information in this column
<b>Name of Signatory</b>	Lea Dias
<b>Title of Signatory</b>	Hawaii Division of Vocational Rehabilitation Administrator
<b>Date Signed</b>	03/04/2024

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the

negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan’s approval (section 116(b)(3)(A)(iv) of WIOA).

**Effectiveness in Serving Employers**

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	43.5%	42.5%	43.5%	43.5%
Employment (Fourth Quarter After Exit)	32.1%	34.5%	32.1%	36.5%
Median Earnings (Second Quarter After Exit)	\$5,421	\$5,460	\$5,421	\$5,470
Credential Attainment Rate	39.4%	43.0%	39.4%	44.0%
Measurable Skill Gains	32.6%	40.0%	32.6%	42.0%
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - VOCATIONAL REHABILITATION

**EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES**

OMB Control Number 1894-0005 Expiration 02/28/2026

**Section 427 of the General Education Provisions Act (GEPA)** (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.

## **GEPA Section 427 Form Instructions for State Applicants**

### **State applicants must respond to the following four questions:**

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.
- Applicants are not required to have mission statements or policies that align with equity to apply.
- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

***Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.***

*GEPA 427 - Form Instructions for Application Package*

***State applicants must respond to four questions.***

***The first of four questions is:***

*Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.*

The DSA (Hawaii Department of Human Services) with its DSU (Hawaii Division of Vocational Rehabilitation) has an existing mission, as well as policies and commitments, which ensure equitable access to, and equitable participation in, all activities and services provided by Hawaii DVR. We abide by all Federal and State laws which ensure equitable access and participation for all programs and activities. Our entity has no barriers related to economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation. However, the geographic distance between islands, and remote areas of islands (particularly those without public transportation and paratransit), may pose barriers to equitable access to, and equitable participation in, VR services.

**2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE  
EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER  
BENEFICIARIES?**

***Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.***

GEPA 427 - Form Instructions for Application Package

***State applicants must respond to four questions.***

***The second of four questions is:***

*Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?*

The geographic distance between islands, and remote areas of islands (particularly those without public transportation and paratransit), may pose barriers to equitable access to, and equitable participation in, VR services.

**3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH  
BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR  
ACTIVITY?**

***Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.***

GEPA 427 - Form Instructions for Application Package

***State applicants must respond to four questions.***

***The third of four questions is:***



*Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?*

The geographic distance between islands, and remote areas of islands (particularly those without public transportation and paratransit), may pose barriers to equitable access to, and equitable participation in, VR services. As these situations arise, VR Counselors will make arrangements to either visit consumers in their homes and/or communities; or to find other available transportation for the consumers. Additionally, DVR is supporting state legislation proposed by local consumer advocacy groups to increase the availability of public transportation and paratransit on all islands.

**4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?**

***Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.***

*GEPA 427 - Form Instructions for Application Package*

***State applicants must respond to four questions.***

***The final of four questions is:***

*What is your timeline, including targeted milestones, for addressing these identified barriers?*

The geographic distance between islands, and remote areas of islands (particularly those without public transportation and paratransit), may pose barriers to equitable access to, and equitable participation in, VR services. As these situations arise, VR Counselors will continue to either make arrangements to either visit consumers in their homes and/or communities; or to find other available transportation for the consumers. Additionally, last legislative session, DVR supporting a bill proposed by local consumer advocacy groups to increase the availability of public transportation and paratransit on all islands. The bill did not pass this session (largely due to the costs of the Maui Wildfire disaster), but DVR along with consumer organizations will support it again in 2025.

**GEPA 427 FORM INSTRUCTIONS FOR APPLICATION PACKAGE - SUPPORTED EMPLOYMENT  
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES**

OMB Control Number 1894-0005 Expiration 02/28/2026

***Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.***

***GEPA Section 427 Form Instructions for State Applicants***

***State applicants must respond to the following four questions:***

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?
3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?
4. What is your timeline, including targeted milestones, for addressing these identified barriers?

- Applicants identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants use the associated text box to respond to each question. However, applicants might have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) in their State Plans that includes the information responsive to that question on this form or may restate that information on this form.
- Applicants are not required to have mission statements or policies that align with equity to apply.
- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Please refer to GEPA 427 - Form Instructions for Application Package

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

***Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.***

*GEPA 427 - Form Instructions for Application Package*

***State applicants must respond to four questions.***

***The first of four questions is:***

*Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.*

The DSA (Hawaii Department of Human Services) with its DSU (Hawaii Division of Vocational Rehabilitation) has an existing mission, as well as policies and commitments, which ensure equitable access to, and equitable participation in, all activities and services provided by Hawaii DVR. We abide by all Federal and State laws which ensure equitable access and participation for all programs and activities. Our entity has no barriers related to economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation. However, the geographic distance between islands, and remote areas of islands (particularly those without public transportation and paratransit), may pose barriers to equitable access to, and equitable participation in, VR services, including Supported Employment.

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

**Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.**

GEPA 427 - Form Instructions for Application Package

**State applicants must respond to four questions.**

**The second of four questions is:**

*Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?*

The geographic distance between islands, and remote areas of islands (particularly those without public transportation and paratransit), may pose barriers to equitable access to, and equitable participation in, VR services, including Supported Employment.

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

**Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.**

GEPA 427 - Form Instructions for Application Package

**State applicants must respond to four questions.**

**The third of four questions is:**

*Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?*

The geographic distance between islands, and remote areas of islands (particularly those without public transportation and paratransit), may pose barriers to equitable access to, and

equitable participation in, VR services, including Supported Employment. As these situations arise, VR Counselors will continue to either make arrangements to either visit consumers in their homes and/or communities; or to find other available transportation for the consumers. Additionally, last legislative session, DVR supported a bill proposed by local consumer advocacy groups to increase the availability of public transportation and paratransit on all islands.

#### 4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

***Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to a State applicant submitting a state plan for a formula grant from the US Department of Education. The State applicant is responsible for completing the GEPA Section 427 form that provides a description of the steps the State proposes to take to ensure all program beneficiaries have equitable access to, and participation in, its Federally funded, State-level project or activity.***

*GEPA 427 - Form Instructions for Application Package*

***State applicants must respond to four questions.***

***The final of four questions is:***

*What is your timeline, including targeted milestones, for addressing these identified barriers?*

The geographic distance between islands, and remote areas of islands (particularly those without public transportation and paratransit), may pose barriers to equitable access to, and equitable participation in, VR services, including Supported Employment. As these situations arise, VR Counselors will continue to either make arrangements to either visit consumers in their homes and/or communities; or to find other available transportation for the consumers. Additionally, last legislative session, DVR supporting a bill proposed by local consumer advocacy groups to increase the availability of public transportation and paratransit on all islands. The bill did not pass this session (largely due to the costs of the Maui Wildfire disaster), but DVR along with consumer organizations will support it again in 2025.

## VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program, Wagner-Peyser Act program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation program—and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. <sup>24</sup> If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

[24] States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

## PERFORMANCE INDICATOR APPENDIX

### ALL WIOA CORE PROGRAMS

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

#### ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - ADULT PROGRAM PERFORMANCE INDICATORS

##### **Performance Goals for the Core Programs**

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter	60.0	72.5	60.0	72.5

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
After Exit)				
Employment (Fourth Quarter After Exit)	65.0	74.0	65.0	74.0
Median Earnings (Second Quarter After Exit)	\$6,800	\$7,500	\$6,800	\$7,500
Credential Attainment Rate	58.0	50.4	58.0	50.4
Measurable Skill Gains	55.0	50.4	55.0	50.4
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

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*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

**ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - DISLOCATED PROGRAM  
PERFORMANCE INDICATORS**

**Performance Goals for the Core Programs**

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation



process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	71.0	72.0	71.0	72.0
Employment (Fourth Quarter After Exit)	76.0	77.5	76.0	77.5
Median Earnings (Second Quarter After Exit)	\$8,500	\$9,500	\$8,500	\$9,500
Credential Attainment Rate	68.0	50.5	68.0	50.5
Measurable Skill Gains	57.0	50.5	57.0	50.5
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

**ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - YOUTH PROGRAM PERFORMANCE INDICATORS**

**Performance Goals for the Core Programs**

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments

on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
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- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	68.0	67.0	68.0	67.0
Employment (Fourth Quarter After Exit)	62.0	64.0	62.0	64.0
Median Earnings (Second Quarter After Exit)	\$4,300	\$5,000	\$4,300	\$5,000
Credential Attainment Rate	65.0	62.0	65.0	62.0
Measurable Skill Gains	53.0	50.5	53.0	50.5
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

#### WAGNER-PEYSER ACT - WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

#### **Performance Goals for the Core Programs**

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	54.0%	57.0%	54.0%	57.0%
Employment (Fourth Quarter After Exit)	52.0%	61.0%	52.0%	61.0%
Median Earnings (Second Quarter After Exit)	\$6,500	\$8,300	\$6,500	\$8,300
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 <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Serving Employers				

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*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM - ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

**Performance Goals for the Core Programs**

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);

- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	15.0%	20.0%	15.2%	20.5%

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Fourth Quarter After Exit)	13.5%	22.0%	13.7%	22.5%
Median Earnings (Second Quarter After Exit)	\$6,000	\$6,000	\$6,200	\$6,200
Credential Attainment Rate	7.0%	17.0%	7.5%	17.5%
Measurable Skill Gains	37.5%	37.5%	37.7%	37.7%
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

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*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

#### VOCATIONAL REHABILITATION PROGRAM (COMBINED OR GENERAL) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan's approval (section 116(b)(3)(A)(iv) of WIOA).

#### **Effectiveness in Serving Employers**



In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	43.5%	42.5%	43.5%	43.5%
Employment (Fourth Quarter After Exit)	32.1%	34.5%	32.1%	36.5%
Median Earnings (Second Quarter After Exit)	\$5,421	\$5,460	\$5,421	\$5,470
Credential Attainment Rate	39.4%	43.0%	39.4%	44.0%
Measurable Skill Gains	32.6%	40.0%	32.6%	42.0%
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

#### VOCATIONAL REHABILITATION PROGRAM (BLIND) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Each State VR program must submit expected levels of performance in its Unified or Combined State Plan and in the two-year modification of that plan. Expected levels of performance for the first two years of a state plan must be submitted in the initial submission of the Unified or Combined State Plan and in the initial submission of the two-year modification of that Plan, for years three and four, as described in 34 CFR § 361.170(a). Expected levels of performance must be stated to the nearest tenth of a percent (XX.X %) or to the nearest whole dollar for median earnings. State VR programs are reminded that the expected levels of performance must be published for public comment prior to plan submission in accordance with state law, regulation, and policy.

After the Unified or Combined State Plan submission, each State VR program must reach agreement with RSA on the negotiated levels of performance for the indicators for each of the first two years of the Unified or Combined State Plan (or for the third and fourth years of the

Unified or Combined State Plan during the required two-year modification process) in accordance with WIOA section 116(b)(3)(A)(iv).

RSA will use its statistical adjustment model to derive pre-program year estimated levels of performance for each indicator. Each State VR program and RSA will consider the negotiation factors outlined in WIOA section 116(b)(3)(A)(v) during the negotiation process. Once negotiated levels of performance are agreed upon, each State VR program must incorporate the negotiated levels of performance into the Unified or Combined State Plan and the two-year modification of that plan prior to the plan’s approval (section 116(b)(3)(A)(iv) of WIOA).

**Effectiveness in Serving Employers**

In the final rule implementing WIOA, the Departments indicated that they would initially implement this indicator in the form of a pilot to test the feasibility and rigor of three proposed approaches. During Program Year (PY) 2022, the Departments initiated the rulemaking process to establish a standard definition of Effectiveness in Serving Employers. States will continue to report two of three proposed approaches until the Departments issue the final rule and implement the indicator.

Performance Indicators	PY 2024 Expected Level	PY 2024 Negotiated Level	PY 2025 Expected Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate				
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*The Departments have not issued the final rule defining Effectiveness in Serving Employers. As a result, states will not submit expected levels of performance for this indicator and the Departments will not establish negotiated levels of performance for PYs 2024 and 2025.*

**ADDITIONAL INDICATORS OF PERFORMANCE**

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Additional Indicators of Performance

OTHER APPENDICES