DRAFT DOCUMENT FOR

2026 HAWAII STATE MODIFIED WORKFORCE DEVELOPMENT UNIFIED PLAN

HAWAII PYS 2026-2028

Aloha!

This document represents the initial draft of the State of Hawai‘i’s Modified Workforce Strategic Unified Plan for Program Years 2026–2028.

At this stage, the Plan remains under content development and review. Formatting, technical edits, and structural refinements will be addressed prior to submission of the final version.

Readers may notice that some sections of this document employ more formal or technical language or differ in formatting from other strategic plans.

This reflects the federal requirements that guide how workforce plans must be written and organized. Because the Plan responds to specific statutory and policy questions, clarity and accuracy sometimes take precedence over narrative style. We appreciate your patience and understanding as you review the document and welcome your insights into its substance and direction.

The State welcomes and values public input as an essential component of the planning process. The public comment period will start on **February 19, 2026,** and conclude on **March 23, 2026**.

Stakeholder perspectives, recommendations, and observations play a critical role in strengthening the Plan and ensuring it reflects the needs of Hawai‘i’s workforce, employers, and communities.

Individuals and organizations wishing to provide comments or seek clarification are encouraged to submit feedback via email to: **dlir.workforce.council@hawaii.gov**

The State of Hawai‘i sincerely appreciates the time, attention, and thoughtful consideration invested by all reviewers of this document. Your engagement and contributions support a more responsive, effective, and future-focused workforce development system for our beloved state.

Respectfully,
Your WIOA Partners
Workforce Development Council
Workforce Development Division
Hawai‘i Department of Education
Hawai’i Department of Human Services, Division of Vocational Rehabilitation

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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.))* [1]

[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 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.[2] 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. The burden of public reporting 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.*

Hawaii is submitting a Unified State Plan modified for 2026-2028.

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 AND EXECUTIVE SUMMARY

The State of Hawai‘i, under the leadership of Governor Josh Green, M.D., and the guidance of the Department of Labor and Industrial Relations under Director Jade Butay, proudly presents the 2026–2028 Workforce Innovation and Opportunity Act (WIOA) Unified Workforce Development Modified Plan, as required under WIOA Section 102 (29 U.S. Code § 3112).

Hawai‘i submits this Unified State Plan to articulate a comprehensive four-year strategy for the six core WIOA programs:

- Adult Program (Title I)
- Dislocated Worker Program (Title I)
- Youth Program (Title I)
- Adult Education and Family Literacy Act Program (Title II)
- Wagner-Peyser Employment Service Program (Title III)
- Vocational Rehabilitation Program (Title IV

Hawai‘i’s Workforce Imperative

Hawai‘i’s 2026-2028 workforce strategy is framed by a period of significant economic, demographic, and technological transition in the State.

Hawai‘i’s economy possesses extraordinary strengths: global visibility, cultural richness, geographic significance, and resilient communities, yet it also faces structural constraints uncommon to most states. The State operates within a geographically isolated island economy, characterized by high operating costs, a limited labor pool, constrained land availability, and heavy dependence on a narrow set of sectors or industries.

While Hawai‘i is widely perceived as a place of opportunity, many residents experience a different reality. There is the high cost of living, for one. A significant portion of the workforce remains concentrated in lower-wage service occupations, housing affordability challenges persist, and underemployment continues to affect households across counties. Too many working families struggle to achieve economic stability despite sustained participation in the labor market.

Of particular concern is the outward migration of working-age adults and young people. Hawaii has the highest outmigration statistics in the country. For some residents, the decision to leave Hawai‘i is driven not by preference, but by perceived limitations in career mobility, wage progression, and long-term economic security. The loss of this human capital presents both an economic and social challenge for the State.

These realities require a workforce strategy that is neither reactive nor short-term. Hawai‘i’s workforce development system must operate with a generational horizon, strengthening skills pathways, improving job quality, supporting employer competitiveness, and ensuring residents can envision sustainable futures within the State.

From Pillars to Movement: Evolution of Hawai‘i’s Workforce Strategy

Hawai‘i’s workforce strategy evolved through sustained stakeholder engagement, cross-sector dialogue, and system-wide reflection rather than through a single planning exercise.

In advancing the 2024–2028 Unified Plan, the Workforce Development Council initiated broad consultations beginning with a November 2023 stakeholder convening. These discussions revealed

a consistent theme: despite significant efforts across agencies and organizations, stronger system alignment and coordination were necessary.

To further broaden participation, the Council conducted more than 25 presentations and discussions with community-based organizations and stakeholder groups to solicit feedback on workforce priorities and challenges.

These engagements informed the State's earlier strategic framework organized around four pillars:

Pillar I: Alignment with Economic Growth
Pillar II: Strengthening Education and Training Alliances
Pillar III: Removing Barriers to Employment
Pillar IV: Building Workforce Synergy Across the Hawai‘i Ecosystem

The pillars reframed workforce development as a shared responsibility across government, education, industry, and community partners. They encouraged movement away from programmatic silos toward integrated system coordination, sector engagement, and long-term economic alignment.

At statewide Synergy Summits held in December 2024 and July 2025, catalyst teams and cross-sector working groups further advanced this framework. Outcomes included:

- strengthened relationships between workforce and economic development partners
- expanded dialogue with employers and industry leaders
- elevated career pathway strategies
- reinforced attention to supportive and wraparound services
- normalized interagency coordination

Most importantly, stakeholders increasingly recognized that Hawai‘i's workforce challenges were systemic rather than program specific.

Over time, this strategic architecture matured into a broader community-driven orientation. These collaborative efforts are now carried forward by the **Learn, Work, Thrive Hui** — a coalition of partners committed to advancing shared workforce objectives. In Hawaiian usage, *hui* denotes a group joined together for a common purpose.

The Generational Commitment: Hawai‘i's Workforce North Star

Through continued consultation, public dialogue, and collaboration with partners, including the National Governors Association, Hawai‘i's workforce strategy crystallized into a long-term aspirational construct: the **Generational Commitment**.

"*By 2045, all people of Hawai‘i will have a path to a career that enables them to learn, work, and thrive in Hawai‘i and contribute to a vibrant economy grounded in community values*."

The Generational Commitment reflects a shared recognition:

Workforce development is not solely about employment placement.

It is about enabling residents to build sustainable lives in Hawai‘i.

This framework articulates four enduring, system-level outcomes:

Learn – Continuous skill acquisition, knowledge development, and adaptability across the lifespan.

This outcome emphasizes early exposure, credential attainment, lifelong learning, and the ability to navigate evolving labor market demands.

Work – Connection to meaningful, quality employment opportunities. This includes career pathways, work-based learning, industry alignment, and reducing barriers to labor force participation so individuals can effectively engage in the economy.

Thrive – Economic mobility, resilience, and long-term advancement. Beyond job placement, this outcome reflects wage progression, career sustainability, financial stability, and the capacity for individuals and families to prosper.

Belong – Social inclusion, opportunity access, and equitable participation in Hawai'i's economy and communities. This underscores the importance of removing systemic barriers, strengthening engagement, and ensuring that all residents can see themselves in Hawai'i's future.

This evolution represents conceptual refinement rather than directional change. The pillars defined system priorities; the Generational Commitment clarifies long-term resident and economic outcomes.

As Governor Josh Green observed during the public launch of the Generational Commitment:

"As a doctor, I've learned that the best outcomes come from treating root causes, not just symptoms. The Generational Workforce Commitment applies that same principle to Hawai'i's economy. This is not about short-term fixes, but generational change achieved through alignment across education, employers, and public systems."

Why a Long-Term Strategy Is Necessary

Hawai'i's labor market dynamics are shaped by structural forces that unfold over decades:

- demographic aging
- industry transformation
- technological acceleration
- migration patterns
- educational pipeline shifts

Short-term interventions, while necessary, cannot alone produce durable labor market stability. Workforce systems must cultivate adaptive capacity that enables workers, employers, and institutions to adjust continuously.

The Generational Commitment provides this stabilizing architecture, aligning near-term investments with long-range economic continuity.

Technology, AI, and Workforce Transformation

Technological change — particularly artificial intelligence — presents both challenges and opportunities across Hawaii's industries.

Hawai'i's workforce strategy must treat technological fluency as a core workforce competency rather than as a narrow policy concern.

The State's approach will need to emphasize:

- AI literacy and digital adaptability

- human-centered deployment
- productivity enhancement
- ethical and transparent use

This orientation supports innovation while maintaining workforce stability and institutional flexibility.

Collaboration as a Strategic Asset

Hawai‘i’s workforce ecosystem is strengthened by sustained cross-sector collaboration developed over multiple years. Public agencies, educational institutions, employers, and community-based organizations increasingly operate within shared strategic space.

The past years’ statewide convenings, from the Future of Work conferences to Synergy Summits, to periodic webinars featuring expert speakers on a variety of topics, have reinforced:

- trust-based coordination
- sector partnerships
- data-informed decision-making
- alignment of workforce and economic priorities

This collaborative infrastructure represents a defining strength of Hawai‘i’s workforce strategy.

Aspirations for Alignment

Hawai‘i’s workforce challenges are structural, dynamic, and intergenerational in nature. Addressing them requires sustained alignment across education systems, workforce programs, employers, and community partners.

The State’s Generational Commitment framework provides the strategic architecture for this long-term effort, ensuring that policy choices, program investments, and system coordination remain focused on durable outcomes for residents, businesses, and most importantly, the future generation.

II. **STRATEGIC ELEMENTS SECTION**

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.

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.

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*.

ECONOMIC ANALYSIS WORKFORCE DEMAND: STATE OF HAWAII

(Table 1.1)

Hawai‘i’s statewide employment structure in 2024 reflects continued recovery and modest expansion across most major industries, with total nonagricultural wage and salary employment increasing since 2022.

Hawai‘i's total nonagricultural wage and salary jobs numbered 639,000, and the foundational sectors are: Government, Health Care and Social Assistance and Tourism-related industries.

Government remains the largest employment sector, accounting for just under one-fifth of all jobs, underscoring the ongoing role of public services in Hawai‘i’s economy. Health Care and Social Assistance continue to be a key driver of employment growth, reflecting demographic trends and sustained demand for healthcare services.

Tourism-related industries, including Food Services and Drinking Places and Accommodation, collectively represent a significant share of statewide employment, reinforcing the state’s reliance on visitor activity. Retail Trade also remains a major employment sector, although its share of total employment has decreased slightly. Construction and natural resource–related industries show some strength at 6%, supported by infrastructure investment and rebuilding activity. Overall, the distribution of jobs across industries highlights a diversified, but still tourism-anchored economy, with growth concentrated in healthcare, hospitality, and construction-related sectors.

Notably, each county exhibits unique employment characteristics: Honolulu County has a significant Government sector (21%), Hawai‘i County shows a balanced mix of Government and Leisure and Hospitality jobs while Maui and Kauai Counties are dominated by the Leisure and Hospitality sector, where it constitutes 29.3% and 31.8% of jobs respectively.

Table 1.1. Job Count by Industry - State of Hawai‘i, 2024

Industry	2022 Employment	Industry Distribution	2024 Employment	Industry Distribution
TOTAL NONAGRICULTURAL WAGE & SALARY JOBS	618,100	100.0%	639,000	100.0%
Government	120,800	19.5%	125,700	19.7%
Health Care & Social Assistance	72,400	11.7%	75,800	11.9%
Retail Trade	64,900	10.5%	64700	10.1%
Food Services & Drinking Places	63,500	10.3%	66700	10.4%
Nat. Resources & Mining & Construction	37,300	6.0%	39100	6.1%
Accommodation	37,000	6.0%	39,600	6.2%
Administrative & Support & Waste Management & Remediation Services	36,600	5.9%	36500	5.7%
Transportation & Warehousing	29,300	4.7%	30800	4.8%
Other Services	26,200	4.2%	26800	4.2%
Professional, Scientific & Tech. Svcs.	26,000	4.2%	27000	4.2%
Wholesale Trade	17,300	2.8%	17300	2.7%
Finance & Insurance	15,700	2.5%	15400	2.4%
Private Educational Services	14,000	2.3%	14500	2.3%
Manufacturing	12,500	2.0%	12900	2.0%
Real Estate & Rental & Leasing	12,100	2.0%	12000	1.9%
Arts, Entertainment, & Recreation	11,900	1.9%	13600	2.1%
Management of Companies & Enterprises	8,700	1.4%	8800	1.4%
Information	8,500	1.4%	8100	1.3%
Utilities	3,600	0.6%	3700	0.6%

Source: DBEDT (2025, January 26). *Job Count by Industry Annual*. https://dbedt.hawaii.gov/economic/job-count-by-industry/

Job Count by Industry – Honolulu County, 2022–2024
(Table 1.2)

Honolulu County continues to serve as the state's primary employment center, accounting for the majority of Hawai'i's wage and salary jobs. Honolulu County's employment profile is characterized by a strong concentration in Government, which remains the largest sector at 21% and reflects Honolulu's role as the state's administrative and service hub, including the presence of federal government functions and major military installations, as well as the

location of State government, all of which are largely domiciled in Honolulu.

Health Care and Social Assistance is the second-largest sector and continues to wax steady, signaling sustained demand for medical and social services in the urban core.

Tourism-related employment, particularly Food Services and Drinking Places and Accommodation, and even to a certain extent, Retail Trade, also plays a substantial role, though these sectors represent a smaller share of total employment compared to neighbor island counties.

Professional, Scientific, and Technical Services and Transportation and Warehousing maintain a notable presence, reflecting Honolulu's diversified economy, logistics infrastructure, and professional services base. Overall, Honolulu County exhibits a more balanced industry mix, with strong public sector employment complemented by healthcare, tourism, and professional services.

Table 1.2 Job Count by Industry-Honolulu County, 2022-2024

Industry	2022 Employment	Industry Distribution	2024 Employment	Industry Distribution
WAGE & SALARY JOBS	444,700	100.0%	461,000	100.0%
Government	93,200	21.0%	96,600	21.0%
Health Care & Social Assistance	54,400	12.2%	56,900	12.3%
Food Services & Drinking Places	43,700	9.8%	46,300	10.0%
Retail Trade	42,400	9.5%	42,000	9.1%
Nat. Resources & Mining & Construction	26,900	6.0%	28,100	6.1%
Administration & Support & Waste Management & Remediation Services	25,400	5.7%	26,000	5.6%
Professional, Scientific & Tech. Svcs.	21,800	4.9%	22,500	4.9%
Transportation & Warehousing	21,500	4.8%	22,700	4.9%
Other Services	19,700	4.4%	20,100	4.4%
Accommodation	15,900	3.6%	18,000	3.9%
Wholesale Trade	13,600	3.1%	13,700	3.0%
Finance & Insturance	13,200	3.0%	13,000	2.8%
Private Educational Services	11,100	2.5%	11,600	2.5%
Manufacturing	9,200	2.1%	9,500	2.1%
Real Estate & Rental & Leasing	8,200	1.8%	8,000	1.7%
Management of Companies & Enterprises	8,000	1.8%	8,200	1.8%
Arts, Entertainment, & Recreation	7,200	1.6%	8,600	1.9%
Information	7,000	1.6%	6,800	1.5%

Source: DBEDT (2025, January 26). *Job Count by Industry Annual*. https://dbedt.hawaii.gov/economic/job-count-by-industry/

Job Count by Industry – Hawai'i County, 2024

(Table 1.3)

Hawai‘i County’s employment structure reflects a relatively balanced distribution between public sector employment and tourism-related industries. Government has emerged as the largest employer, at 20.9% but closely followed by Leisure and Hospitality at 20.4%, highlighting the dual importance of public services and visitor-related activity in the county’s economy.

Retail Trade and Healthcare and Social Assistance also account for meaningful shares of employment, indicating stable demand for essential goods and services. Compared to urban Honolulu, Hawai‘i County shows a higher relative reliance on tourism and retail activity, while still maintaining a significant presence in construction, transportation, and administrative support services. Modest growth across most sectors between 2022 and 2024 suggests gradual economic expansion, with Leisure and Hospitality emerging as the fastest-growing major sector. This employment mix underscores the county’s sensitivity to tourism trends while pointing to opportunities for continued diversification.

Table 1.3 Job Count by Industry, Hawaii County, 2024

Industry	2022 Employment	Industry Distribution	2024 Employment	Industry Distribution
TOTAL NON AGRICULTURE WAGE & SALARY JOBS	68100	100.0%	72500	100.0%
Government	14200	20.9%	15100	20.8%
Leisure and Hospitality	13900	20.4%	15200	21.0%
Retail Trade	9600	14.1%	10300	14.2%
Health Care & Social Assistance	7400	10.9%	8000	11.0%
Administrative & Support & Waste Management & Remediation Services	4400	6.5%	3800	5.2%
Nat. Resources & Mining & Construction	3700	5.4%	4000	5.5%
Transportation, Warehousing & Utilities	3100	4.6%	3500	4.8%
Financial Activities	2500	3.7%	2600	3.6%
Other Services	2200	3.2%	2400	3.3%
Wholesale Trade	1700	2.5%	1800	2.5%
Professional, Scientific, & Tech. Services	1700	2.5%	1800	2.5%
Manufacturing	1600	2.3%	1700	2.3%
Private Educational Services	1300	1.9%	1400	1.9%
Information	800	1.2%	600	0.8%
Management of Companies & Enterprises	300	0.4%	300	0.4%

Source: DBEDT (2025, January 26). Job Count by Industry Annual. https://dbedt.hawaii.gov/economic/job-count-by-industry/

Job Count by Industry – Maui County

(Table 1.4)

Maui County’s employment landscape remains heavily concentrated in Leisure and Hospitality, which continues to account for nearly one-third of all wage and salary jobs. This concentration reflects Maui’s strong dependence on tourism and visitor-driven economic activity. Government, Retail Trade, and Health Care and Social Assistance form the next tier of major employment sectors, together providing essential services that support both residents and visitors.

Between 2022 and 2024, total employment shows slight contraction, consistent with ongoing post-pandemic adjustments and wildfire-related disruptions. Despite this, Health Care and Social Assistance and Government employment have increased their shares, suggesting a stabilizing influence from public and healthcare sectors. Maui's employment profile highlights both the economic importance—and vulnerability—of tourism, reinforcing the need for workforce strategies that strengthen resilience and sector diversification.

Table 1.4 Job Count by Industry, Maui County, 2024

Industry	2022 Employment	Industry Distribution	2024 Employment	Industry Distribution
TOTAL NONAGRICULTURAL WAGE & SALARY JOBS	74400	100.0%	73300	100.0%
Leisure and Hospitality	22500	30.2%	21500	29.3%
Retail Trade	9000	12.1%	8600	11.7%
Government	8600	11.6%	8900	12.1%
Health Care & Social Assistance	7900	10.6%	8300	11.3%
Administrative & Support & Waste Management & Remediation Services	4900	6.6%	4800	6.5%
Nat. Resources & Mining & Construction	4600	6.2%	4800	6.5%
Transportation, Warehousing & Utilities	4200	5.6%	4100	5.6%
Other Services	3200	4.3%	3200	4.4%
Financial Activities	2900	3.9%	2700	3.7%
Professional, Scientific & tech. Svcs.	1800	2.4%	1800	2.5%
Wholesale Trade	1400	1.9%	1400	1.9%
Private Educational Services	1300	1.7%	1300	1.8%
Manufacturing	1200	1.6%	1100	1.5%
Information	700	0.9%	600	0.8%
Management Of Companies & Enterprises	300	0.4%	1100	1.5%

Table 1.4 Job Count by Industry-Maui County, 2024

Source: DBEDT (2025, January 26). Job Count by Industry Annual. https://dbedt.hawaii.gov/economic/job-count-by-industry/

Job Count by Industry – Kauai County, 2022–2024

(Table 1.5)

Kauai County's job distribution mirrors that of other neighbor islands, with a pronounced reliance on Leisure and Hospitality as the dominant employment sector. Tourism-related employment accounts for more than one-third of all jobs, reflecting the county's visitor-driven economy. Retail Trade follows as a major employer, providing support to the visitor industry.

Health Care and Social Assistance, along with construction and administrative support services, contribute to smaller but steady shares of employment. Between 2022 and 2024, total employment increased modestly, with growth concentrated primarily in Leisure and Hospitality. Kauai's employment structure underscores the importance of workforce strategies that both support tourism recovery and expand opportunities in healthcare, infrastructure, and professional services.

Table 1.5 Job County by Industry, Kauai County, 2024

Job Count by Industry Kauai County	2022 Employment	Industry Distribution	2024 Employment	Industry Distribution
TOTAL NONAGRICULTURAL WAGE & SALARY JOBS	30,700	—	32,400	—
Leisure and Hospitality	9,000	29.3%	10,300	31.8%
Government	4,900	16.0%	5,000	15.4%
Retail Trade	3,800	12.4%	3,800	11.7%
Health Care & Social Assistance	2,600	8.5%	2,700	8.3%
Nat. Resources & Mining & Construction	2,100	6.8%	2,100	6.5%
Adminstrative & Support & Waste Management & Remediation Services	2,000	6.5%	1,900	5.9%
Transportation, Warehousing & Utilities	1,700	5.5%	1,900	5.9%
Financial Activities	1,100	3.6%	1,100	3.4%
Other Services	1,000	3.3%	1,100	3.4%
Professional. Scientific, & Tech Svcs.	800	2.6%	900	2.8%
Manufacturing	600	2.0%	500	1.5%
Wholesale Trade	500	1.6%	500	1.5%
Private Educational Services	300	1.0%	300	0.9%
Information	200	0.7%	200	0.6%
Management of Companies & Enterprises	100	0.3%	100	0.3%

Job Openings – State of Hawai'i, December 2023–November 2024

(Table 1.6)

Statewide job openings data highlight strong ongoing demand in essential service and visitor-related industries. Health Care leads all industries in job openings, reflecting persistent workforce shortages and growing service needs across the healthcare continuum. Retail Trade and Accommodation and Food Services follow closely, underscoring continued hiring activity in consumer-facing and tourism-related sectors.

Public Administration and Professional, Scientific, and Technical Services also show significant demand, pointing to workforce needs in government operations and specialized professional roles. The breadth of industries represented among the top job openings indicates a labor market characterized by both structural demand—particularly in healthcare—and cyclical demand tied to tourism and consumer activity.

Table 1.6 Job Openings in State of Hawaii (December 2023-November 2024)- Top 10 Industries

Industry	Job Openings
Health Care and Social Assistance	20,756
Retail Trade	20,434
Accommodation and Food Services	20,187
Public Administration	15,350
Professional, Scientific, and Technical Services	15,144
Administrative and Support and Waste Management and Remediation Services	14,377
Educational Services	5,487
Finance and Insurance	5,103
Transportation and Warehousing	4,770
Wholesale Trade	4,493

Hawaii Workforce Infonet (2025, January 26). Advertised Job Trends by Industry. HireNet Hawaii. https://www.hirenethawaii.com/vosnet/lmi/default.aspx?plang=Ehttps://www.hirenethawaii.com/vosnet/analyzer/JobTrends.aspx?session=jobind&qlink=1&plang=E

Job Openings – Honolulu County, December 2023–November 2024

(Table 1.7)

Honolulu County's job openings reflect its diversified and service-oriented economy. Retail Trade and Health Care and Social Assistance dominate hiring demand, followed closely by Professional, Scientific, and Technical Services and Public Administration. This pattern highlights the county's role as both the commercial and administrative center of the state.

Accommodation and Food Services remains a major source of job openings, though it is less dominant than in neighbor island counties. Strong demand in professional services and information-related industries further differentiates Honolulu's labor market, indicating opportunities for higher-skill and knowledge-based occupations alongside traditional service roles.

Table 1.7 Job Openings, Honolulu, Dec 2023-Nov 2024 Top 10 Industries

Industry	Job Openings
Retail Trade	16,879
Health Care and Social Assistance	15,602
Professional, Scientific, and Technical Services	13,619
Public Administration	13,550
Accommodation and Food Services	13,011
Administrative and Support and Waste Management and Remediation Services	10,422
Educational Services	4,661
Finance and Insurance	4,465
Information	3,591
Manufacturing	3,506

Hawaii Workforce Infonet (2025, January 26). Advertised Job Trends by Industry. HireNet Hawaii. https://www.hirenethawaii.com/vosnet/lmi/default.aspx?plang=E https://www.hirenethawaii.com/vosnet/analyzer/JobTrends.aspx?session=jobind&qlink=1&plang=E

Job Openings – Hawai‘i County, December 2023–November 2024

(Table 1.8)

In Hawai‘i County, job openings are concentrated in Health Care and Social Assistance and Accommodation and Food Services, reflecting dual pressures from healthcare workforce needs and tourism-driven demand. Administrative and Support and Waste Management and Remediation Services also represent a significant share of openings, highlighting the importance of operational and support roles in the local economy.

Compared to Honolulu, job openings in Hawai‘i County are more heavily weighted toward service and support occupations, with fewer opportunities in professional and technical fields. This distribution underscores the importance of targeted workforce training and career pathway development to support both immediate hiring needs and long-term economic diversification.

Table 1.8 Job Openings, Hawaii County, Dec 2023-Nov 2024—Top10 Industries

Industry	Job Openings
Health Care and Social Assistance	2,658
Accommodation and Food Services	1,970
Administrative and Support and Waste Management and Remediation Services	1,590
Retail Trade	1,326
Public Administration	710
Professional, Scientific, and Technical Services	429
Educational Services	413
Transportation and Warehousing	398
Real Estate and Rental and Leasing	342
Wholesale Trade	341

Source: Hawaii Workforce Infonet (2025, January 26). Advertised Job Trends by Industry. HireNet Hawaii.https://www.hirenethawaii.com/vosnet/lmi/default.aspx?plang=Ehttps://www.hirenethawaii.com/vosnet/analyzer/JobTrends.aspx?session=jobind&qlink=1&plang=E

Job Openings – Maui County, December 2023–November 2024

(Table 1.9)

Maui County's job openings are overwhelmingly led by Accommodation and Food Services, reinforcing the county's strong dependence on tourism employment. Retail Trade and Health Care and Social Assistance follow, reflecting ongoing demand for both visitor-serving and resident-focused services.

Administrative support, transportation, and public administration roles also show steady hiring activity, indicating continued demand for infrastructure and government services. The concentration of job openings in tourism-related sectors highlights both near-term employment opportunities and longer-term workforce challenges associated with economic concentration.

Table 1.9 Job Openings, Maui County Dec 2023-Nov 2024—Top 10

Industry	Job Openings
Accommodation and Food Services	3,447
Retail Trade	1,608
Health Care and Social Assistance	1,473
Administrative and Support and Waste Management and Remediation Services	1,409
Transportation and Warehousing	603
Wholesale Trade	517
Public Administration	471
Professional, Scientific, and Technical Services	464
Real Estate and Rental and Leasing	300
Manufacturing	290

Source: Hawaii Workforce Infonet (2025, January 26). Advertised Job Trends by Industry. HireNet Hawaii. https://www.hirenethawaii.com/vosnet/lmi/default.aspx?plang=Ehttps://www.hirenethawaii.com/vosnet/analyzer/JobTrends.aspx?session=jobind&qlink=1&plang=E

Job Openings – Kauai County, December 2023–November 2024

(Table 1.10)

Kauai County's job openings are primarily concentrated in Accommodation and Food Services and Health Care and Social Assistance, mirroring the county's employment base. Administrative and support services and professional, scientific, and technical services also show notable hiring demand, suggesting a mix of service-oriented and skilled positions.

Transportation, public administration, and real estate-related openings further reflect the operational needs of a tourism-dependent island economy. Overall, the data point to sustained demand across a relatively small labor market, with implications for workforce availability, training capacity, and retention.

Table 1.10 Job Openings, Kauai County, December 2023-November 2024–Top 10

Industry	Job Openings
Accommodation and Food Services	1,759
Health Care and Social Assistance	1,023
Administrative and Support and Waste Management and Remediation Services	956
Professional, Scientific, and Technical Services	632
Retail Trade	621
Public Administration	619
Transportation and Warehousing	609
Real Estate and Rental and Leasing	446
Information	267
Wholesale Trade	209

Source: Hawaii Workforce Infonet (2025, January 26). Advertised Job Trends by Industry. HireNet Hawaii. https://www.hirenethawaii.com/vosnet/lmi/default.aspx?plang=Ehttps://www.hirenethawaii.com/vosnet/analyzer/JobTrends.aspx?session=jobind&qlink=1&plang=E

Average Annual Job Growth – Long-Term Projections, State of Hawai'i, 2022–2032

(Table 1.11)

Long-term industry projections indicate that employment growth in Hawai'i will be led by healthcare, Arts, hospitality, and select service industries over the next decade.

Health Care and Social Assistance is projected to experience the strongest sustained growth, driven by demographic shifts and increased demand for medical and support services. Arts, Entertainment, and Recreation and Accommodation and Food Services also show steady growth, reinforcing the ongoing importance of tourism and visitor-related industries.

Transportation and Warehousing and professional services are projected to expand at moderate rates, reflecting growth in logistics, infrastructure, and business services. In contrast, Retail Trade and Agriculture are expected to experience flat or declining employment, while Utilities show limited growth. These projections underscore the need for workforce strategies aligned with healthcare expansion, service sector demand, and emerging skill requirements.

Table 1.11 Average Annual Job Growth for Long-Term Projections, State of Hawaii, 2022-2032

Industry	Employment 2022	Employment 2032	Annual Growth
Health Care and Social Assistance	75,630	85,210	1.2%
Arts, Entertainment, and Recreation	11,810	13,200	1.1%
Accommodation and Food Services	99,520	110,740	1.1%
Transportation and Warehousing	29,190	32,140	1.0%
Professional, Scientific, and Technical Services	26,010	28,220	0.8%
Management of Companies and Enterprises	8,580	9,310	0.8%
Administrative and Support and Waste Management and Remediation Services	36,580	39,740	0.8%
Other Services (except Government)	24,700	26,480	0.7%
Self Employed and Unpaid Family Workers, All Jobs	54,190	58,150	0.7%
Construction	36,750	38,200	0.4%
Manufacturing	12,500	13,020	0.4%
Wholesale Trade	17,160	17,870	0.4%
Real Estate and Rental and Leasing	12,020	12,490	0.4%
Educational Services	54,530	57,000	0.4%
Utilities	3,590	3,650	0.2%
Information	8,640	8,810	0.2%
Finance and Insurance	15,370	15,460	0.1%
Government	73,850	73,620	0.0%
Retail Trade	64,360	63,230	-0.2%
Agriculture, Forestry, Fishing and Hunting	5,800	5,410	-0.7%

Source: Hawaii Workforce Infonet (2025, January 26).Long-Term Industry Forecasts to 2032 - State of Hawaii. HireNet Hawaii. https://www.hirenethawaii.com/vosnet/lmi/default.aspx?plang=E

Long-Term Occupational Projections – State of Hawai‘i to 2032

(see Table 1.11B)

Occupational projections through 2032 reveal strong demand across service-oriented, healthcare, and support occupations, driven by both employment growth and high replacement needs.

Food Preparation and Serving Related occupations account for the largest number of total annual openings, reflecting both growth and high turnover within the hospitality sector. Office and Administrative Support and Sales occupations also show substantial annual openings despite projected employment declines, indicating ongoing replacement demand.

Healthcare occupations—including practitioners, technical roles, and support staff—demonstrate sustained growth and significant annual openings, reinforcing healthcare as a critical workforce priority. Transportation and material moving occupations also show strong demand, tied to logistics and infrastructure needs. Overall, the occupational outlook highlights the importance of addressing both growth-driven demand and replacement needs through targeted education, training, and career pathway strategies.

HAWAIʻI'S JOB MARKET BY OCCUPATION FROM 2022 TO 2032:

- Overall Labor Market Dynamics
  - Hawaiʻi's labor market through 2032 will be shaped by a combination of steady employment growth, demographic pressures, and high replacement demand.
  - Although many occupational groups show moderate growth rates, total annual job openings are driven largely by workforce turnover and exits.
  - These overall dynamics underscore the importance of both recruitment and retention strategies across key occupations.

- Service-Oriented Occupations and Turnover
  - Food Preparation and Serving Related occupations account for the largest share of total annual openings.
  - This reflects Hawaiʻi's continued reliance on the hospitality industry, where modest employment growth is coupled with exceptionally high turnover.
  - Office and Administrative Support and Sales and Related occupations are projected to experience slight employment declines; however, they continue to generate high numbers of annual openings due to replacement needs.

- Healthcare and Community Services as Workforce Priorities
  - Healthcare Support occupations show among the fastest growth rates statewide.
  - Healthcare Practitioners and Technical occupations demonstrate sustained growth and significant annual openings.
  - These trends align with an aging population and increasing demand for healthcare and long-term care services.
  - Community and Social Service occupations also show above-average growth, reflecting rising needs for behavioral health, social services, and community-based care.

- Infrastructure, Logistics, and Facilities-Related Occupations
  - Transportation and Material Moving occupations are projected to grow steadily and account for many annual openings.
  - Building and Grounds Cleaning and Maintenance occupations also show consistent growth, supported by construction activity and facilities maintenance needs.
  - These occupations are closely tied to infrastructure investment, logistics, and ongoing economic activity.

- Education, Management, and Professional Occupations
  - Education, Training, and Library occupations exhibit stable growth and substantial replacement demand, indicating continued need for educators and training professionals.
  - Management occupations are projected to grow at a moderate pace, consistent with overall economic expansion.
  - Technical and STEM-related occupations, including Computer and Mathematical roles, show higher growth rates, though from a smaller employment base.

- Sectors with Limited Growth or Decline
  - Occupations in Finance and Insurance, Farming, Fishing, and Forestry, and certain production-related fields show minimal growth or modest declines.
  - These trends may reflect productivity gains, automation, or structural changes within these sectors.

- Implications for Workforce Strategy
  - Hawaiʻi's occupational outlook points to the need for a dual workforce strategy:

        - Addressing growth-driven demand in healthcare, logistics, and professional services; and
        - Responding to high replacement needs in hospitality, administrative, sales, and service occupations.
    - These trends reinforce the importance of aligning education, training, and career pathway investments to support workforce readiness and long-term economic resilience.

Table 1.11B Long-Term Occupational Projections to 2032-State of Hawaii

Occupation Title	Employment 2022	Employment 2032	Annual Growth	Ann. Ave. Openings Change	Ann. Ave. Openings Transfer	Ann. Ave. Openings Exits	Total
Management	48,860	52,670	0.80%	380	2,540	1,450	4,370
Business and Financial Operations	31,610	33,210	0.50%	160	1,630	920	2,710
Computer and Mathematical	13,580	15,420	1.30%	180	510	300	1,000
Architecture and Engineering	9,590	9,890	0.30%	30	400	240	660
Life, Physical, and Social Science	7,780	8,090	0.40%	30	570	140	740
Community and Social Service	12,350	14,170	1.40%	180	690	480	1,360
Legal Occupations	4,870	5,190	0.60%	30	170	120	320
Education, Training, and Library	39,130	41,500	0.60%	240	1,910	1,720	3,870
Arts, Design, Entertainment, Sports, and Media	13,200	14,110	0.70%	90	810	550	1,450
Healthcare Practitioners and Technical	35,300	38,370	0.80%	310	920	1,040	2,270
Healthcare Support	21,830	25,840	1.70%	400	1,840	1,450	3,700
Protective Service	20,260	20,800	0.30%	50	1,380	930	2,370
Food Preparation and Serving Related	79,930	89,300	1.10%	940	9,150	6,960	17,040
Building and Grounds Cleaning and Maintenance	35,110	37,460	0.60%	240	2,710	2,150	5,090
Personal Care and Service	19,970	22,160	1%	220	2,420	1,480	4,120
Sales and Related	53,560	52,700	-0.20%	-90	4,020	3,040	6,980
Office and Administrative Support	82,900	80,250	-0.30%	-270	5,130	3,880	8,740
Farming, Fishing, and Forestry	4,510	4,230	-0.70%	-30	400	270	640
Construction and Extraction	36,410	38,390	0.50%	200	1,910	1,120	3,230
Installation, Maintenance, and Repair	24,040	25,240	0.50%	120	1,250	870	2,240
Production	13,710	13,810	0.10%	10	950	640	1,590
Transportation and Material Moving	62,520	69,410	1.10%	690	4,600	3,290	8,580

Hawaii Workforce Infonet (2025, January 26). *LONG-TERM OCCUPATIONAL PROJECTIONS TO 2032 - State of Hawaii*. HireNet Hawaii. https://www.hirenethawaii.com/vosnet/lmi/default.aspx?plang=E

Best Job Opportunities by Education Level

1. Higher Secondary or Less Education Level

(Table 1.12)

For individuals with a high school education or less, Hawai‘i’s strongest job opportunities are concentrated in maintenance, construction, transportation, and supervisory service roles, many of which offer competitive wages and steady demand despite modest growth rates.

- Maintenance and Repair Workers, General lead this category with 720 annual openings, a 0.8% growth rate, and a median wage of $51,690, reflecting consistent demand for general maintenance skills across industries.

- Construction Laborers and Carpenters each show 620 annual openings, supported by ongoing construction activity and infrastructure needs, with median wages of $61,760 and $77,050, respectively.
- Transportation-related roles such as Supervisors of Transportation and Material Moving Workers (340 openings) and Bus Drivers (both transit/intercity and school) continue to provide stable opportunities, offering median wages in the mid-$50,000 range.
- Supervisory roles in service industries—such as Food Service Managers, Supervisors of Housekeeping and Janitorial Workers, and Supervisors of Landscaping and Groundskeeping Workers—demonstrate steady demand, highlighting opportunities for advancement within the hospitality and facilities sectors.
- Select specialized occupations, including Chefs and Head Cooks, Tile and Marble Setters, and Industrial Machinery Mechanics, offer higher median wages—many exceeding $75,000—though with fewer annual openings, reflecting the value of experience and technical skill in these roles.

Table 1.12 Best Job Opportunities for Higher Secondary of Less Education Level, State of Hawaii, 2022-2032

Occupation	Median Wage	Work Exp/Job Trng	Annual Growth Rate	Automation Index	Job Openings
Maintenance and Repair Workers, General	$51,690	Moderate OJT	0.8%	109.6	720
Construction Laborers	$61,760	Short OJT	0.9%	131.9	620
Carpenters	$77,050	Apprentice	0.6%	125.9	620
Supervisors of Transportation & Material Moving Workers	$57,310	< 5 yrs	0.7%	93.8	340
Bus Drivers, Transit and Intercity	$57,260	Moderate OJT	0.8%	98	240
Food Service Managers	$68,430	< 5 yrs	0.7%	104.4	230
Supervisors of Housekeeping and Janitorial Workers	$54,180	< 5 yrs	0.9%	101.1	210
Musicians and Singers	$54/hr	Long OJT	0.7%	89.2	210
Supervisors of Landscaping, Lawn, Groundskeeping Workers	$62,780	< 5 yrs	0.6%	101.3	180
Supervisors of Entertainment And Recreation Workers	$48,650	< 5 yrs	1.5%	91.4	150
Supervisors of Personal Service Workers	$54,030	< 5 yrs	1.2%	91.4	120
Bus Drivers, School	$54,400	Short OJT	0.8%	99.9	110
Insurance Sales Agents	$59,550	Moderate OJT	1.0%	96	100
Industrial Truck and Tractor Operators	$60,700	Short OJT	0.7%	119.5	90
Concierges	$50,500	Moderate OJT	0.6%	103	80
Chefs and Head Cooks	$87,730	5+ yrs	1.2%	93.2	80
Tile and Marble Setters	$79,930	Long OJT	0.9%	124	70
Industrial Machinery Mechanics	$80,020	Long OJT	0.7%	109.8	60

Source: Hawaii DLIR, Research and Statistics Office, Median wage is from USDOL, BLS, Occupational Employment and Wage Statistics program.

2. Associate's or Post-Secondary Education Level

(Table 1.13)

At the associate's or post-secondary education level, job opportunities are driven largely by healthcare, transportation, aviation, and technical support occupations, many of which offer strong wages and above-average growth rates.

- Massage Therapists lead this category with 320 job openings and a 2.0% growth rate, reflecting demand in healthcare, wellness, and tourism-related services.
- Healthcare-related roles such as Licensed Practical and Licensed Vocational Nurses, Radiologic Technologists, Physical Therapist Assistants, and Respiratory Therapists show steady growth and median wages ranging from the mid-$50,000s to over $90,000, underscoring the importance of allied health professions.
- Diagnostic Medical Sonographers and Magnetic Resonance Imaging Technologists stand out as high-wage occupations, with median wages exceeding $100,000, though with relatively fewer openings, indicating specialized but lucrative career paths.
- Transportation and aviation occupations—including Commercial Pilots, Captains, Mates, and Pilots of Water Vessels, Aircraft Mechanics, and Avionics Technicians—highlight strong opportunities tied to Hawai'i's geographic location and reliance on air and marine transportation.
- Technical and information roles such as Computer Network Support Specialists and Health Information Technologists offer moderate growth, competitive wages, and lower automation risk, reflecting ongoing demand for technical support skills.

Table 1.13 Best Opportunities for Associate's or Post-Secondary Education Level, State of Hawaii, 2022-2032

Occupation	Median Wage	Work Exp/Job Trng	Annual Growth Rate	Automation Index	Number of Jobs
Massage Therapists	$61,520	None	2.0%	86.5	320
Aircraft Mechanics and Service Technicians	$75,360	None	0.7%	101.2	90
Telecomm Equip Installers & Repairers, ex. Line Installers	$74,530	Moderate OJT	0.7%	105.1	80
Captains, Mates, and Pilots of Water Vessels	$61,110	< 5 yrs	1.5%	97	80
Licensed Practical and Licensed Vocational Nurses	$55,920	None	0.8%	84.8	70
Skincare Specialists	$49,010	None	1.2%	93.7	60
Medical Records Specialists	$63,650	None	1.1%	92.1	50
Emergency Medical Technicians	$50,870	None	0.6%	83.7	50
Commercial Pilots	$100,370	Moderate OJT	1.2%	89.6	50
Radiologic Technologists	$93,800	None	0.7%	94.1	40
Physical Therapist Assistants	$61,930	None	2.6%	88.1	40
Medical Equipment Repairers	$60,980	Moderate OJT	1.1%	102	40
Computer Network Support Specialists	$67,240	Moderate OJT	0.7%	86.9	40
Health Information Technologists and Medical Registrars	$50,320	None	1.9%	89.6	30
Audio and Video Equipment Technicians	$62,080	Short OJT	0.9%	97.8	30
Surgical Technologists	$55,310	None	0.8%	89	20
Respiratory Therapists	$85,160	None	1.8%	93.2	20
Environmental Science and Protection Technicians, incl. Health	$50,740	None	0.6%	88.5	20
Diagnostic Medical Sonographers	$108,630	None	1.6%	93.3	20
Magnetic Resonance Imaging Technologists	$104,630	< 5 yrs	1.1%	92.8	10
Cardiovascular Technologists and Technicians	$58,910	None	0.9%	91.7	10
Avionics Technicians	$81,640	None	0.7%	100	10

Source: Hawaii DLIR, Research and Statistics Office, Median wage is from USDOL, BLS, Occupational Employment and Wage Statistics program. Automation index is determined by Lightcast (https://kb.lightcast.io/en/articles/7124927-automation index). It captures an occupation's risk of being affected by automation. It is a 100-based index; and index above 100 has above average risk, while an index below 100 has below average risk.

3. Bachelor's Degree and Above Education Level

(Table 1.14)

For individuals with a bachelor's degree or higher, Hawai'i's best job opportunities are concentrated in management, healthcare, professional services, education, and technology, offering the highest wages and substantial numbers of annual openings.

- *General and Operations Managers dominate this category with 1,140 job openings, reflecting broad demand across industries, with a median wage of $100,730.*
- *Registered Nurses represent one of the largest and most critical healthcare occupations, with 770 openings and a median wage exceeding $120,000, underscoring persistent healthcare workforce needs.*
- *Management and professional roles, including Financial Managers, Construction Managers, Management Analysts, and Human Resources Specialists, show steady growth and strong wages, reflecting organizational and business expansion.*
- *Medical and Health Services Managers and Substance Abuse, Behavioral Disorder, and Mental Health Counselors demonstrate higher growth rates, highlighting increasing demand for healthcare leadership and behavioral health services.*
- *Technology and analytics roles such as Software Developers and Computer Systems Analysts continue to offer high wages, often exceeding $95,000, with sustained growth tied to digital transformation across sectors.*
- *Education-related occupations, including Substitute Teachers, Educational and Vocational Counselors, and Coaches and Scouts, generate significant openings, driven largely by replacement demand and workforce turnover.*

Table 1.14 Best Job Opportunities for bachelor's degree and Above Education Level, State of Hawaii 2022-2032

Occupation	Median Wage	Work Exp/Job Training	Annual Growth Rate	Automation Index	Job Openings
General and Operations Managers	$100,730	5+ yrs	0.7%	82.2	1140
Registered Nurses	$120,100	None	0.9%	85.3	770
Accountants and Auditors	$65,150	None	0.7%	93.1	440
Construction Managers	$108,040	Moderate OJT	0.9%	88.6	380
Management Analysts	$84,970	< 5 yrs	1.1%	91.1	310
Human Resources Specialists	$61,460	None	0.7%	83.8	290
Financial Managers	$114,980	5+ yrs	1.5%	85.8	290
Substitute Teachers, Short-Term	$48,680	None	0.8%	83.3	280
Medical and Health Services Managers	$117,330	< 5 yrs	2.7%	75.2	270
Software Developers	$103,210	None	2.5%	80.2	240
Market Research Analysts and Marketing Specialists	$55,090	None	1.5%	88.6	190
Substance Abuse, Behavioral Disorder, & Mental Health Counselors	$57,410	Intern/resident	2.9%	84.9	180
Civil Engineers	$82,910	None	0.7%	81.7	170
Sales Managers	$104,400	< 5 yrs	0.6%	85.7	150
Administrative Services Managers	$103,420	< 5 yrs	0.9%	81	150
Network and Computer Systems Administrators	$96,990	None	0.6%	87.2	140
Educational, Guidance, School, and Vocational Counselors	$58,980	None	0.9%	80	140
Coaches and Scouts	$52,370	None	1.3%	79.7	140
Public Relations Specialists	$61,190	None	0.8%	90	130
Social and Community Service Managers	$74,480	< 5 yrs	1.6%	85.7	120

Source: Hawaii DLIR, Research and Statistics Office, Median Wage is from USDOL, BLS, Occupational Employment and Wage Statistic Program, Automation Index is determined by Lightcast (https://kb.lightcast.io/en/articles/7124927-auitomationindex)

Summary Findings

Overall, the data highlights a diverse set of job opportunities across all education levels, with strong demand in healthcare and allied health, transportation and logistics, management, technology, maintenance and construction

Wage levels increase with education and specialization, underscoring the value of post-secondary credentials and advanced degrees.

At the same time, many occupations with lower formal education requirements continue to offer stable employment and competitive wages, reinforcing the importance of multiple education and training pathways within Hawai‘i’s workforce system.

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 existing industries and occupations.

III. *EDUCATION AND SKILL LEVELS OF THE WORKFORCE*

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

Statewide Analysis

(Table 1.33)

As of 2024, Hawai‘i’s labor market reflects a strong recovery from the disruptions of the COVID-19 pandemic, though it has not fully returned to pre-pandemic conditions. The civilian labor force reached 680,300 participants in 2024, and employment increased to 660,100, while the unemployment rate stabilized at 3.0 percent. These figures indicate a labor market that has largely regained stability, with unemployment remaining at historically low levels, even as overall labor force participation remains slightly below its pre-pandemic peak.

To place these conditions in context, Hawai‘i experienced steady labor force growth and strong labor market performance from 2014 through 2019. During that period, the civilian labor force expanded from 675,750 to 688,550 participants, and employment rose from 647,200 to 671,150. The unemployment rate declined steadily, reaching a low of 2.5 percent in 2019, reflecting a tight labor market supported by sustained economic activity and growing demand for skilled workers across key sectors of the state’s economy.

This trajectory was sharply disrupted in 2020 as the COVID-19 pandemic triggered an abrupt labor market contraction. The civilian labor force declined to 666,100, employment fell to 588,600, and unemployment surged to 11.6 percent, with 77,500 residents unemployed. These losses were among the most severe in the nation and disproportionately affected tourism, hospitality, and other service-based industries that employ a significant share of Hawai‘i’s workforce.

Beginning in 2021, Hawai‘i entered a period of gradual but sustained recovery. Employment increased from 629,400 in 2021 to 660,100 by 2024, while the unemployment rate declined from 6.0 percent to 3.0 percent. Although these gains reflect meaningful progress, employment and labor

force levels in 2024 remain modestly below those recorded in 2019, indicating that workforce re-engagement has not fully kept pace with broader economic reopening.

Overall, the data illustrate both the resilience of Hawai‘i’s workforce and the structural challenges that persist. While unemployment has stabilized, the slower rebound in labor force participation highlights ongoing constraints, including workforce aging, out-migration, skills mismatches, and barriers to employment for certain populations. These dynamics underscore the importance of continued investment in education, training, and upskilling strategies aligned with in-demand occupations and career pathways to ensure Hawai‘i’s workforce is positioned to meet current and future labor market needs.

Table 1.33 Civilian Labor Force (not seasonally adjusted), State of Hawaii, 2014-2024

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2014	675,750	647,200	28,550	4.2
2015	683,100	659,800	23,350	3.4
2016	694,200	674,050	20,150	2.9
2017	696,700	681,150	15,500	2.2
2018	693,450	676,800	16,650	2.4
2019	688,550	671,150	17,350	2.5
2020	666,100	588,600	77,500	11.6
2021	669,400	629,400	40,050	6.0
2022	673,000	650,900	22,100	3.3
2023	678,000	658,200	19,800	2.9
2024	680,300	660,100	20,250	3.0

Source: DBEDT Data Warehouse, U.S. Bureau of Labor Statistics and DBEDT, http://dbedt.hawaii.gov/economic

Honolulu County

(Table 1.34)

Prior to the COVID-19 pandemic, Honolulu County experienced generally stable labor market conditions. From 2014 through 2019, the civilian labor force increased modestly from 465,150 to 477,750 participants, while employment rose from 446,700 to 466,500. During this period, the unemployment rate declined from 4.0 percent to 2.4 percent, reflecting a tight labor market and sustained demand for workers across major industry sectors

In 2020, the pandemic caused a sharp labor market disruption. Employment declined to 415,950, while unemployment surged to 46,300 residents, driving the unemployment rate up to 10.0 percent. These losses were concentrated in tourism, hospitality, retail, and other service industries that form the backbone of Honolulu County's economy.

From 2021 through 2024, Honolulu County experienced a steady recovery. Employment increased to 458,150 by 2024, and the unemployment rate declined to 2.7 percent. The civilian labor force reached 470,950 participants, approaching but not fully returning to its pre-pandemic peak. While unemployment has stabilized at low levels, the slower recovery in labor force participation highlights ongoing challenges related to workforce availability, demographic shifts, and skills alignment, underscoring the continued need for targeted education and workforce development strategies

Table 1.34 Civilian Labor Force (not seasonally adjusted), Honolulu County, 2014-2024

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2014	465,150	446,700	18,500	4
2015	469,200	454,050	15,150	3.2
2016	484,650	471,600	13,100	2.7
2017	484,750	474,550	10,200	2.1
2018	481,650	470,700	10,950	2.3
2019	477,750	466,500	11,300	2.4
2020	462,300	415,950	46,300	10
2021	462,800	437,550	25,250	5.5
2022	466,200	451,300	14,900	3.2
2023	468,500	456,150	12,350	2.6
2024	470,950	458,150	12,800	2.7

Source: DBEDT Data Warehouse, U.S. Bureau of Labor Statistics and Hawaii State Department of Business, Economic Development and Tourism, http://dbedt.hawaii.gov/economic

Hawai'i County

(Table 1.35)

By 2024, Hawai‘i County had not only recovered from the labor market disruptions of the COVID-19 pandemic but exceeded several pre-pandemic benchmarks. The number of those employed rose to 88,000, surpassing 2019 levels, while the civilian labor force expanded to 90,950 participants, also above its pre-pandemic size. The unemployment rate held steady at 3.2 percent in both 2023 and 2024, signaling a return to relatively stable labor market conditions and sustained demand for workers.

These outcomes mark a notable shift from the period leading up to the pandemic. Between 2014 and 2019, Hawai‘i County’s labor force gradually declined from 89,950 to 87,900 participants, and employment edged down slightly from 85,200 to 84,900. Despite these trends, the unemployment rate improved from 5.3 percent to 3.4 percent, reflecting tightening labor market conditions even amid modest labor force contraction.

That trajectory changed abruptly in 2020 when the COVID-19 pandemic resulted in significant job losses and rising unemployment. Employment fell to 75,900, unemployment increased to 10,450 residents, and the unemployment rate climbed to 12.1 percent, driven largely by disruptions to tourism, hospitality, and other service industries that are central to Hawai‘i County’s economy.

Table 1.35 Civilian Labor Force (not seasonally adjusted), Hawaii County, 2014-2024

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2014	89,950	85,200	4,750	5.3
2015	91,100	87,300	3,800	4.2
2016	88,200	84,900	3,300	3.7
2017	88,900	86,450	2,450	2.7
2018	88,600	85,850	2,700	3.1
2019	87,900	84,900	3,000	3.4
2020	86,350	75,900	10,450	12.1
2021	87,750	82,350	5,400	6.1
2022	87,700	84,500	3,200	3.7
2023	89,850	87,000	2,850	3.2
2024	90,950	88,000	2,900	3.2

Source: DBEDT Data Warehouse, US Bureau of Labor Statistics and DBEDT, http://dbedt.hawaii.gov/economic

Maui County

(Table 1.36)

As of 2024, Maui County’s labor market reflects a partial and uneven recovery, shaped by both the lingering effects of the COVID-19 pandemic and more recent economic shocks. By 2024, employment declined to approximately 78,000, while the civilian labor force contracted to about 81,550 participants, remaining below pre-pandemic levels. The unemployment rate stabilized at 4.4 percent in both 2023 and 2024, higher than statewide averages and indicative of continued labor market stress.

To place these conditions in historical context, prior to the COVID-19 pandemic Maui County experienced generally stable labor market conditions with modest growth. From 2014 through

2019, the civilian labor force fluctuated slightly around the mid-80,000 range, while employment increased from approximately 81,000 to 83,500. Over this period, the unemployment rate declined from 4.3 percent to 2.5 percent, reflecting a tightening labor market supported largely by tourism and related service industries.

This trajectory was sharply disrupted in 2020, when Maui County experienced one of the most severe labor market impacts in the state. Employment declined sharply to 66,700, while unemployment increased to 14,900 residents. The unemployment rate surged to 18.2 percent, the highest among the counties, underscoring Maui's heavy reliance on tourism, hospitality, and other visitor-dependent sectors.

Following the initial shock, Maui County entered a period of partial recovery beginning in 2021. Employment rebounded to approximately 80,400 by 2022, but gains were not sustained, and employment levels declined again by 2024. Labor force participation also continued to contract, signaling challenges in workforce retention and re-engagement.

In addition to lingering pandemic-related impacts, the August 2023 Lahaina wildfires further disrupted Maui County's labor market by affecting employment, housing availability, and workforce stability. These combined pressures have contributed to continued labor force contraction and out-migration. While Maui County has recovered a substantial share of pandemic-related job losses, elevated unemployment relative to other counties and declining labor force participation highlight ongoing challenges related to workforce availability, industry concentration, housing constraints, and the need for long-term economic diversification.

Table 1.36 Civilian Labor Force (not seasonally adjusted), Maui County, 2014-2024

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2014	84,650	81,000	3,650	4.3
2015	86,300	83,300	3,000	3.5
2016	84,550	81,950	2,600	3.1
2017	85,800	83,750	2,100	2.4
2018	86,250	84,200	2,100	2.4
2019	85,650	83,500	2,150	2.5
2020	81,600	66,700	14,900	18.2
2021	83,250	76,750	6,500	7.8
2022	83,150	80,400	2,750	3.3
2023	83,050	79,400	3,700	4.4
2024	81,550	78,000	3,550	4.4

Source: DBEDT Data Warehouse, US Bureau of Labor Statistics and DBEDT, http://dbedt.hawaii.gov/economic

Kauai County

(Table 1.37)

By 2024, Kauai County's labor market had largely regained its pre-pandemic footing, with employment and unemployment indicators reflecting a strong recovery. Employment increased to 35,900, nearing its 2019 peak, while the civilian labor force expanded to 36,850 participants. The unemployment rate declined to 2.6 percent in both 2023 and 2024, signaling renewed labor market stability and sustained demand for workers.

These conditions follow a period of steady growth prior to the pandemic. From 2014 through 2019, Kauai County's civilian labor force increased from 35,950 to 37,200 participants, while employment rose from 34,300 to 36,300. Over the same period, the unemployment rate declined from 4.6 percent to 2.5 percent, reflecting a tightening labor market supported largely by tourism and related service industries.

That momentum was interrupted in 2020 when the COVID-19 pandemic resulted in sharp employment losses and rising unemployment. Employment fell to 30,050, unemployment increased to 5,850 residents, and the unemployment rate surged to 16.3 percent, among the highest levels recorded across the counties. These impacts underscored Kauai County's vulnerability to economic shocks affecting visitor-dependent industries.

Recovery began in 2021 and continued steadily through 2024. While employment has nearly returned to pre-pandemic levels and unemployment has stabilized at low rates, labor force participation remains slightly below its 2019 level. This pattern highlights ongoing challenges related to workforce availability, housing constraints, and long-term worker retention within a small island economy. Addressing these structural issues will be important to sustaining Kauai County's labor market recovery over the long term

Table 1.37 Civilian Labor Force (not seasonally adjusted), Kauai County, 2014-2024

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2014	35,950	34,300	1,650	4.6
2015	36,500	35,150	1,350	3.8
2016	36,750	35,600	1,150	3.1
2017	37,200	36,400	800	2.2
2018	36,950	36,050	900	2.5
2019	37,200	36,300	950	2.5
2020	35,900	30,050	5,850	16.3
2021	35,650	32,750	2,900	8.1
2022	35,950	34,700	1,250	3.4
2023	36,600	35,650	950	2.6
2024	36,850	35,900	950	2.6

Source: DBEDT Data Warehouse, US Bureau of Labor Statistics and DBEDT, http://dbedt.hawaii.gov/economic

Labor Force Participation Trends, State and County

(Table 1.38)

By 2024, Hawai‘i’s labor force participation rate showed signs of stabilization following several years of pandemic-related disruption, though it has not fully returned to pre-pandemic levels. The statewide participation rate increased to 64.1 percent in 2024, up from 63.0 percent in 2023, but remained below its pre-pandemic high of 65.7 percent recorded in 2016. This pattern reflects a partial recovery in workforce engagement, tempered by longer-term demographic and structural factors.

Prior to the COVID-19 pandemic, Hawai‘i’s labor force participation was relatively stable. From 2015 through 2019, the statewide rate fluctuated within a narrow range, peaking at 65.7 percent in 2016 and gradually declining to 64.9 percent by 2019. The pandemic period marked a clear inflection point, with participation falling to 63.4 percent in 2021. While modest gains were observed in subsequent years, participation has yet to fully rebound to pre-pandemic levels.

County-level trends reveal notable variation in both participation levels and recovery trajectories. Honolulu County consistently reported the highest labor force participation rates throughout the period. After reaching a high of 67.0 percent in 2016 and 2018, participation declined to 64.5 percent in 2021 before rebounding steadily to 65.6 percent by 2024. Despite this recovery, Honolulu’s participation rate remains below its pre-pandemic peak, suggesting lingering workforce re-entry challenges even in the state’s most diversified labor market.

Hawai‘i County experienced the most pronounced and persistent decline in labor force participation. After peaking at 59.2 percent in 2019, participation fell sharply during the pandemic and continued to decline in the years that followed, reaching 54.2 percent in 2023 before a modest increase to 55.5 percent in 2024. This represents the largest overall contraction among the counties and highlights ongoing challenges related to workforce retention, out-migration, and limited labor supply.

Maui County followed a similar but less severe pattern. Participation rates declined from mid-60 percent levels prior to the pandemic to 64.0 percent in 2021 and continued to trend downward, reaching 63.4 percent in 2024. While the magnitude of decline was smaller than in Hawai‘i County, the lack of a strong rebound suggests continued workforce constraints, particularly in sectors heavily impacted by economic shocks and housing availability.

Kauai County also exhibited significant volatility. Participation declined from pre-pandemic levels in the mid-60 percent range to a low of 60.6 percent in 2022. Although participation rebounded to 64.9 percent in 2023, 2024 data were unavailable, limiting assessment of recent momentum. Nevertheless, the overall pattern points to heightened sensitivity to economic disruption in smaller island labor markets.

In comparison to national trends, Hawai‘i’s statewide labor force participation rate remained slightly above the U.S. average throughout most of the period, including in 2024, when the national rate stood at 62.3 percent. However, the slower pace of recovery across several counties underscores that labor force availability in Hawai‘i remains uneven. Counties such as Hawai‘i and Kauai continue to experience deeper and more sustained participation gaps, reinforcing the need for targeted workforce strategies that address re-engagement, housing stability, and access to training and employment opportunities.

Table 1.38 Labor Force Participation Rates, State and County, 2015-2024*

Year	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County	United States
2015	65.5%	66.7%	57.5%	66.6%	67.2%	62.7%
2016	65.7%	67.0%	57.2%	67.3%	67.2%	62.7%
2017	65.3%	66.3%	58.8%	66.6%	66.5%	62.7%
2018	65.6%	67.0%	59.0%	66.0%	64.5%	63.0%
2019	64.9%	66.0%	59.2%	66.4%	63.9%	63.3%
2021	63.4%	64.5%	57.3%	64.0%	64.1%	62.0%
2022	63.5%	65.1%	55.7%	64.5%	60.6%	62.3%
2023	63.0%	64.7%	54.2%	62.9%	64.9%	62.6%
2024	64.1%	65.6%	55.5%	63.4%	N/A	62.3%

**2014 & 2020 Rates were not available*
Source: US Census Bureau, "Employment Status." American Community Survey, ACS 1-year Estimates Subject Tables, Table S2301

Labor Underutilization

(Table 1.39)

As the U.S. economy emerged from the COVID-19 pandemic, labor underutilization measures improved significantly between 2021 and 2022. Nationally, the official unemployment rate (U-3) declined from 5.3 percent in 2021 to 3.6 percent in 2022, reflecting a 1.7 percentage point improvement as labor market conditions stabilized. Similar downward trends were observed across all alternative measures of labor underutilization during this period, indicating broad-based recovery in employment and workforce attachment.

Long-term unemployment (U-1) declined from 2.8 percent in 2021 to 1.3 percent in 2022, while the share of job losers and individuals completing temporary jobs (U-2) fell from 3.2 percent to 1.7 percent. The broader measures of underutilization, which capture discouraged workers, marginally attached workers, and individuals employed part-time for economic reasons, also showed substantial improvement. The most expansive measure, U-6, declined from 9.4 percent in 2021 to 6.9 percent in 2022, a 2.5 percentage point reduction, signaling a marked easing of labor market stress nationally.

From 2022 through 2024, however, progress in reducing labor underutilization slowed and, in some cases, partially reversed. Between 2022 and 2024, U-3 increased modestly from 3.6 percent to 4.0 percent, while U-6 rose from 6.9 percent to 7.5 percent. Similar upward shifts were observed across other underutilization measures, suggesting renewed labor market softening and persistent challenges related to job quality, hours, and workforce attachment.

While Table 1.39 reflects national trends, it is important to contextualize these findings for Hawai‘i. Hawai‘i experienced deeper employment losses during the COVID-19 pandemic than the national average due to its heavy reliance on tourism and service-based industries. This disproportionate impact contributed to sharper improvements during the initial recovery period but also underscores the state's heightened vulnerability to economic disruptions. Moreover, traditional underutilization measures do not fully capture income adequacy or household financial stability. Estimates from Aloha United Way indicate that the share of Hawai‘i households classified as ALICE

(Asset Limited, Income Constrained, Employed) or below increased from 42 percent in 2018 to 44 percent in 2022, highlighting ongoing challenges related to wage sufficiency and economic security even as labor market indicators improved.

Taken together, these trends suggest that while labor underutilization declined significantly following the pandemic, underlying issues related to job quality, income adequacy, and workforce resilience remain. Addressing these challenges will require continued focus on not only employment levels, but also access to stable, full-time work and pathways to higher-wage opportunities.

Table 1.39 Labor Underutilization for the United States and Hawaii, 2021-2024 Annual Averages

Measure	U.S. 2021 Percent	U.S. 2022 Percent	% Point Change	U.S. 2023 Percent	U.S. 2024 Percent	% Point Change
U-1: persons unemployed 15 weeks or longer as a percent of the civilian labor force	2.8	1.3	-1.5	1.3	1.5	0.2
U-2: job losers and persons who completed temporary jobs as a percent of the civilian labor force	3.2	1.7	-1.5	1.7	1.9	0.2
U-3: total unemployed (official unemployment rate)	5.3	3.6	-1.7	3.6	4.0	0.4
U-4: total jobs, unemployed plus discouraged workers	5.6	3.9	-1.7	3.9	4.3	0.4
U-5:total unemployed, plus discoraged workers, plus all other marginally attached workers	6.4	4.5	-1.9	4.5	4.9	0.4
U-6: total unemployed, plus all marginally attached workers, plus total employed part time for economic reasons, as a percent of the civilian labor force plus all marginally attached workers	9.4	6.9	-2.5	6.9	7.5	0.6

Source: U. S. Bureau of Labor Statistics, "Alternative Measures of Labor Underutilization for States, 2024 Annual Averages" (January 31, 2025), https://www.bls.gov/lau/stalt24q4.htm and Archived Tables (annual), https://www.bls.gov/lau/stalt-archived.htm

Labor Underutilization Trends in Hawai'i

(Table 1.40)

Labor underutilization indicators for Hawai'i show substantial improvement between 2021 and 2024, reflecting continued recovery from the COVID-19 pandemic and a tightening labor market. Across all measures, the most significant declines occurred between 2021 and 2022, followed by stabilization at historically lower levels through 2024.

Long-term unemployment declined sharply over the period. The U-1 measure, which captures persons unemployed for 15 weeks or longer, fell from 3.9 percent in 2021 to 1.5 percent in 2022, and continued

to decline to 0.8 percent by 2024. This trend suggests a marked reduction in persistent joblessness and improved labor market attachment among displaced workers.

A similar pattern is observed in the U-2 measure, which reflects job losers and individuals completing temporary jobs. This indicator dropped from 4.4 percent in 2021 to 1.4 percent in 2022 and declined further to 1.1 percent in 2024. The sustained decrease indicates fewer involuntary separations and greater employment stability as economic conditions normalized.

The official unemployment rate, measured by U-3, declined from 6.1 percent in 2021 to 3.7 percent in 2022 and reached 3.0 percent in 2023. In 2024, the rate edged up slightly to 3.1 percent, suggesting stabilization rather than renewed deterioration. This pattern reflects a labor market that has largely absorbed pandemic-related job losses but remains sensitive to broader economic shifts.

Broader measures of labor underutilization that account for discouraged and marginally attached workers also improved significantly. The U-4 rate declined from 6.7 percent in 2021 to 3.8 percent in 2022 and remained low at 3.2 percent in 2024. The U-5 measure followed a similar trajectory, falling from 7.4 percent in 2021 to 4.0 percent in 2024, indicating a reduction in the number of individuals on the margins of the labor force.

The most comprehensive measure, U-6, which includes unemployed individuals, marginally attached workers, and those employed part-time for economic reasons, showed the largest improvement. The rate declined from 11.9 percent in 2021 to 7.5 percent in 2022 and continued downward to 6.4 percent in 2024. While this measure remains elevated relative to narrower unemployment indicators, the sustained decline suggests fewer workers are involuntarily underemployed or unable to secure full-time work.

Overall, the labor underutilization data indicate that Hawai‘i’s labor market has transitioned from post-pandemic recovery to relative stability. However, the persistence of underemployment and marginal attachment captured in the broader U-4 through U-6 measures underscores the importance of continued workforce development efforts. Targeted strategies focused on job quality, skills alignment, and pathways to full-time employment remain essential to ensure that economic recovery translates into sustained and inclusive labor market participation.

Table 1.40 Labor underutilization for Hawaii 2021-2024 annual averages

Measure	Hawaii 2021 Percent	Hawaii 2022 Percent	% Point Change	Hawaii 2023 Percent	Hawaii 2024 Percent	% Point Change
U-1: persons unemployed 15 weeks or longer as a percent of the civilian labor force	3.9	1.5	-2.4	1.2	0.8	-0.4
U-2: job losers and persons who completed temporary jobs as a percent of the civilian labor force	4.4	1.4	-3.0	1.3	1.1	-0.2
U-3: total unemployed (official unemployment rate)	6.1	3.7	-2.4	3.0	3.1	0.1
U-4: total jobs, unemployed plus discouraged workers	6.7	3.8	-2.9	3.1	3.2	0.1
U-5:total unemployed, plus discouraged workers, plus all other marginally attached workers	7.4	4.4	-3.0	3.8	4.0	0.2
U-6: total unemployed, plus all marginally attached workers, plus total employed part-time for economic reasons, as a percent of the civilian labor force plus all marginally attached workers	11.9	7.5	-4.4	6.1	6.4	0.3

Non-Agricultural Employment by Industry

(Table 1.41)

As of 2024, Hawai'i's non-agricultural wage and salary employment totaled 639,000 jobs, reflecting a net gain of 10,500 jobs, or 1.7 percent, since 2014. While overall job growth over the decade has been modest, the distribution of employment across industries highlights meaningful structural shifts within the state's economy

Government remained the single largest employment sector in 2024, accounting for approximately 20 percent of total non-agricultural employment. However, government employment declined slightly over the period, shedding 500 jobs (–0.4 percent).

In contrast, Health Care and Social Assistance emerged as the strongest growth sector, expanding by 9,100 jobs (13.6 percent) and representing 12 percent of total employment in 2024. This growth reflects sustained and increasing demand for health care, long-term care, and social services, driven in part by demographic trends and population aging.

Several private-sector industries experienced notable growth. Natural Resources, Mining, and Construction recorded the highest percentage increase, growing by 5,900 jobs (17.8 percent), signaling continued activity in construction and infrastructure-related fields.

Transportation, Warehousing, and Utilities also expanded significantly, adding 4,200 jobs (13.9 percent), consistent with increased demand for logistics, distribution, and supply chain services. Food Services and Drinking Places grew by 2,600 jobs (4.1 percent), reflecting recovery and expansion within the visitor and service economy.

At the same time, several traditionally large sectors experienced sustained job losses. Retail Trade declined by 5,600 jobs (–8.0 percent), and Accommodation employment decreased by 400 jobs (–1.0 percent), suggesting longer-term shifts in consumer behavior, business models, and visitor industry dynamics. Professional and Business Services also saw a net loss of 1,700 jobs (–2.3 percent), while Manufacturing employment declined by 1,300 jobs (–9.2 percent), continuing a longer-term contraction in goods-producing industries.

Other sectors showed relative stability or modest change over the decade. Educational Services posted minimal growth, adding 100 jobs (0.7 percent), while Arts, Entertainment, and Recreation expanded by 900 jobs (7.1 percent), reflecting gradual recovery and diversification in leisure-related industries. Information, Financial Activities, Wholesale Trade, and Other Services each experienced modest declines, indicating incremental restructuring rather than abrupt contraction.

Overall, the data point to a Hawai‘i labor market characterized by slow net job growth but significant internal reallocation across industries. Employment gains have been concentrated in health care, construction, transportation, and food services, while retail, manufacturing, and certain professional services have contracted. These patterns underscore the importance of aligning workforce development, education, and training strategies with sectors demonstrating sustained or emerging demand, while supporting worker transitions from declining industries into growing fields.

Table 1.41 Nonagricultural Jobs by Industry, State of Hawaii, 2014 and 2024

Industry	2014	2024	Percent of Total 2024 Employment	2014-2024 Change	2014-2024 Percent Change
Total Non Agricultural Wage & Salary Jobs	628,500	639,000	100%	10,500	1.7%
Government	126,200	125,700	20%	-500	-0.4%
Health Care & Social Assistance	66,700	75,800	12%	9,100	13.6%
Professional & Business Services	73,900	72,200	11%	-1,700	-2.3%
Food Services and Drinking Places	64,100	66,700	10%	2,600	4.1%
Retail Trade	70,300	64,700	10%	-5,600	-8.0%
Accomomodation	40,000	39,600	6%	-400	-1.0%
Nat. Resources& Mining & Construction	33,200	39,100	6%	5,900	17.8%
Transportation, Warehousing & Utilities	30,300	34,500	5%	4,200	13.9%
Financial Activities	28,300	27,400	4%	-900	-3.2%
Other Services	27,300	26,800	4%	-500	-1.8%
Wholesale Trade	18,100	17,300	3%	-800	-4.4%
Educational Services	14,400	14,500	2%	100	0.7%
Arts,Entertainment & Recreation	12,700	13,600	2%	900	7.1%
Manufacturing	14,200	12,900	2%	-1,300	-9.2%
Information	8,600	8,100	1%	-500	-5.8%

Source: Compiled by Research & Economic Analysis Division, State of Hawaii Department of Business,

Economic Development and Tourism. For more information please visit: http://dbedt.hawaii.gov/economic

Non-Agricultural Employment by Industry: Honolulu County

(Table 1.42)

From 2014 to 2024, Honolulu County's total non-agricultural wage and salary employment increased slightly from 459,300 to 461,000 jobs, a net gain of 1,700 jobs (0.4 percent). While overall growth was limited, Honolulu County continued to represent the largest share of Hawai'i's employment base, with notable shifts in industry composition.

Government remained the largest sector at 21.0 percent of total employment in 2024, despite a decline of 2,000 jobs (-2.0 percent) over the decade. Retail Trade experienced a significant contraction, losing 5,900 jobs (-12.3 percent), while Manufacturing declined by 1,800 jobs (-15.9 percent). Professional and Business Services and Information also posted modest declines.

In contrast, Health Care and Social Assistance recorded strong growth, adding 5,600 jobs (10.9 percent). Natural Resources, Mining, and Construction expanded by 3,600 jobs (14.7 percent), and Transportation, Warehousing, and Utilities grew by 2,800 jobs (12.6 percent). Food Services and Drinking Places added 2,300 jobs (5.2 percent), while Arts, Entertainment, and Recreation increased by 1,200 jobs (16.2 percent). Most other sectors remained relatively stable, with only minor changes.

Overall, Honolulu County's employment trends reflect modest net growth accompanied by significant sectoral realignment. Job gains were concentrated in health care, construction, transportation, and select service industries, while retail, manufacturing, and information continued to contract. These shifts have important implications for workforce planning, particularly the need to align training and career pathways with growing industries while supporting worker transitions from declining sectors.

Table 1.42 Nonagricultural Jobs by Industry, Honolulu County, 2014-2024

Industry	2014	2024	Percent of Total 2024 Employment	2014-2024 Change	2014-2024 Percent Change
Total Non Agricultural Wage & Salary Jobs	459,300	461,000	100.0%	1,700	0.4%
Government	98,600	96,600	21.0%	-2,000	-2.0%
Health Care & Social Assistance	51,300	56,900	12.3%	5,600	10.9%
Professional & Business Services	57,900	56,700	12.3%	-1,200	-2.1%
Food Services and Drinking Places	44,000	46,300	10.0%	2,300	5.2%
Retail Trade	47,900	42,000	9.1%	-5,900	-12.3%
Accomomodation	17,800	18,000	3.9%	200	1.1%
Nat. Resources& Mining & Construction	24,500	28,100	6.1%	3,600	14.7%
Transportation, Warehousing & Utilities	22,300	25,100	5.4%	2,800	12.6%
Financial Activities	21,400	21,100	4.6%	-300	-1.4%
Other Services	21,400	20,100	4.4%	-1,300	-6.1%
Wholesale Trade	14,500	13,700	3.0%	-800	-5.5%
Educational Services	11,900	11,600	2.5%	-300	-2.5%
Arts,Entertainment & Recreation	7,400	8,600	1.9%	1,200	16.2%
Manufacturing	11,300	9,500	2.1%	-1,800	-15.9%
Information	7,200	6,800	1.5%	-400	-5.6%

Source: Compiled by Research & Economic Analysis Division, DBEDT, http://dbedt.hawaii.gov/economic

Non-Agricultural Employment by Industry, Hawai‘i County

(Table 1.43)

By 2024, Hawai‘i County recorded a notable expansion in non-agricultural wage and salary employment. Total non-agricultural jobs increased from 65,200 in 2014 to 72,500 in 2024, representing a gain of 7,300 jobs, or 11.2 percent. This growth outpaced statewide non-agricultural employment growth over the same period and reflects broad-based expansion across several key industries.

Government remained the largest employment sector in Hawai‘i County, accounting for 20.8 percent of total non-agricultural employment in 2024. Government employment increased by 2,000 jobs, or 15.3 percent, reinforcing its central role in the county’s labor market. Health Care and Social Assistance also experienced strong growth, adding 900 jobs (12.7 percent) and representing 11.0 percent of total employment, reflecting continued demand for health and social services.

Several private-sector industries posted meaningful gains over the decade. Retail Trade expanded by 1,200 jobs (13.2 percent), becoming one of the county’s largest employment sectors at 14.2 percent of total jobs in 2024. Food Services and Drinking Places added 500 jobs (7.7 percent), while Accommodation employment increased by 600 jobs (10.3 percent), underscoring the continued importance of visitor-related industries to Hawai‘i County’s economy.

Industries associated with infrastructure, logistics, and local services also showed strong growth. Natural Resources, Mining, and Construction increased by 400 jobs (11.1 percent), while

Transportation, Warehousing, and Utilities recorded one of the largest percentage gains, adding 700 jobs (25.0 percent). Manufacturing, though a relatively small sector, experienced the highest percentage growth, increasing by 500 jobs (41.7 percent), indicating renewed activity in goods-producing industries.

Other sectors demonstrated mixed performance. Educational Services grew modestly, adding 200 jobs (16.7 percent), while Other Services expanded by 500 jobs (26.3 percent). In contrast, Professional and Business Services declined by 300 jobs (-4.8 percent), and Financial Activities remained flat over the period. Arts, Entertainment, and Recreation and Information also showed no net change, reflecting stability rather than growth.
Overall, the data point to a strengthening and increasingly diversified labor market in Hawai'i County. Employment growth has been concentrated in government, health care, retail, visitor-related industries, construction, transportation, and manufacturing. These trends highlight opportunities for workforce development strategies that support public sector capacity, health care workforce pipelines, skilled trades, logistics, and manufacturing, while also addressing workforce transitions in sectors experiencing slower growth or contraction.

Table 1.43 Nonagricultural Jobs by Industry, Hawaii County, 2014 and 2024

Industry	2014	2024	Percent of Total 2024 Employment	2014-2024 Change	2014-2024 Percent Change
Total Non Agricultural Wage & Salary Jobs	65200	72500	100.0%	7300	11.2%
Government	13100	15100	20.8%	2000	15.3%
Health Care & Social Assistance	7100	8000	11.0%	900	12.7%
Professional & Business Services	6300	6000	8.3%	-300	-4.8%
Food Services and Drinking Places	6500	7000	9.7%	500	7.7%
Retail Trade	9100	10300	14.2%	1200	13.2%
Accomomodation	5800	6400	8.8%	600	10.3%
Nat. Resources& Mining & Construction	3600	4000	5.5%	400	11.1%
Transportation, Warehousing & Utilities	2800	3500	4.8%	700	25.0%
Financial Activities	2600	2600	3.6%	0	0.0%
Other Services	1900	2400	3.3%	500	26.3%
Wholesale Trade	1600	1800	2.5%	200	12.5%
Educational Services	1200	1400	1.9%	200	16.7%
Arts,Entertainment & Recreation	1700	1700	2.3%	0	0.0%
Manufacturing	1200	1700	2.3%	500	41.7%
Information	600	600	0.8%	0	0.0%

Source: Compiled by Research & Economic Analysis Division, DBEDT, http://dbedt.hawaii.gov/economic

Non-Agricultural Employment by Industry, Maui County

(Table 1.44)

By 2024, Maui County's non-agricultural wage and salary employment remained relatively flat

compared to a decade earlier, reflecting both structural shifts and the lingering impacts of economic shocks. Total non-agricultural employment increased modestly from 72,900 jobs in 2014 to 73,300 jobs in 2024, a net gain of 400 jobs, or 0.5 percent. While overall job growth was limited, significant changes occurred across individual industries, reshaping the county's employment profile.

Health Care and Social Assistance emerged as the most significant growth sector over the decade. Employment in this sector increased by 2,900 jobs, or 53.7 percent, reaching 8,300 jobs in 2024 and accounting for 11.3 percent of total employment. This substantial expansion reflects growing demand for health care and social services and represents a notable shift in Maui County's economic composition.

Several other sectors also experienced meaningful growth. Natural Resources, Mining, and Construction expanded by 1,100 jobs (29.7 percent), highlighting continued demand for construction and infrastructure-related activity. Transportation, Warehousing, and Utilities added 500 jobs (13.9 percent), while Other Services grew by 300 jobs (10.3 percent). Educational Services increased by 200 jobs (18.2 percent), reflecting modest expansion in training and education-related employment.

In contrast, several traditionally large sectors experienced sustained job losses. Accommodation, a cornerstone of Maui County's visitor economy, declined by 1,600 jobs (-13.1 percent), while Food Services and Drinking Places decreased by 400 jobs (-4.3 percent). Retail Trade also declined by 800 jobs (-8.5 percent), suggesting longer-term shifts in visitor activity, consumer behavior, and business operations. Arts, Entertainment, and Recreation saw a significant contraction, losing 400 jobs (-16.7 percent).

Government employment declined by 1,000 jobs (-10.1 percent) over the decade, reducing its share of total employment to 12.1 percent in 2024. Manufacturing employment decreased modestly by 100 jobs (-8.3 percent), while Financial Activities declined slightly by 100 jobs (-3.6 percent). Professional and Business Services and Information remained flat, showing no net change between 2014 and 2024.

Overall, the data reflect a labor market in transition. While total employment growth in Maui County has been limited, the composition of jobs has shifted toward health care, construction, transportation, and education, and away from visitor-dependent industries and government employment. These trends underscore the importance of workforce development strategies that support health care workforce pipelines, skilled trades, infrastructure and logistics occupations, and economic diversification, while also addressing workforce transitions from declining sectors within Maui County's evolving economy.

Table 1.44 Nonagricultural Jobs by Industry, Maui County, 2014 and 2024

Industry	2014	2024	Percent of Total 2024 Employment	2014-2024 Change	2014-2024 Percent Change
Total non agriculture wage & salary jobs	72,900	73,300	100.0%	400	0.5%
Accommodation jobs	12,200	10,600	14.5%	-1,600	-13.1%
Government jobs	9,900	8,900	12.1%	-1,000	-10.1%
Food services & drinking places jobs	9,300	8,900	12.1%	-400	-4.3%
Retail trade jobs	9,400	8,600	11.7%	-800	-8.5%
Health care & social assistance jobs	5,400	8,300	11.3%	2,900	53.7%
Professional & business services jobs	6,900	6,900	9.4%	0	0.0%
Natural resources, mining & construction jobs	3,700	4,800	6.5%	1,100	29.7%
Transportation, warehousing & utilities jobs	3,600	4,100	5.6%	500	13.9%
Other services jobs	2,900	3,200	4.4%	300	10.3%
Financial activities jobs	2,800	2,700	3.7%	-100	-3.6%
Arts, entertainment & recreation jobs	2,400	2,000	2.7%	-400	-16.7%
Wholesale trade jobs	1,500	1,400	1.9%	-100	-6.7%
Educational services jobs	1,100	1,300	1.8%	200	18.2%
Manufacturing jobs	1,200	1,100	1.5%	-100	-8.3%
Information jobs	600	600	0.8%	0	0.0%

Source: Compiled by Research & Economic Analysis Division, DBEDT, http://dbedt.hawaii.gov/economic

Non-Agricultural Employment by Industry: Kauai County

(Table 1.45)

From 2014 to 2024, Kauai County's total non-agricultural wage and salary employment increased from 30,500 to 32,400 jobs, a net gain of 1,900 jobs (6.2 percent). While overall growth was moderate, the county experienced notable shifts across industries that reflect changes in its economic structure.

Government remained a major employment sector, accounting for 15.4 percent of total jobs in 2024 and adding 300 jobs (6.4 percent). Accommodation employment increased by 300 jobs (7.0 percent), while Food Services and Drinking Places grew by 200 jobs (4.7 percent). Retail Trade remained flat over the decade. Professional and Business Services posted modest growth, adding 100 jobs (3.6 percent).

The strongest growth occurred in Natural Resources, Mining, and Construction, which expanded by 800 jobs (61.5 percent), reflecting increased construction and infrastructure activity. Transportation, Warehousing, and Utilities also grew substantially, adding 400 jobs (26.7 percent). Manufacturing increased by 100 jobs (25.0 percent), and Educational Services expanded by 100 jobs (50.0 percent), albeit from a small base. Other Services grew by 100 jobs (10.0 percent).

In contrast, Health Care and Social Assistance declined slightly by 100 jobs (-3.6 percent). Financial Activities experienced a larger contraction, losing 300 jobs (-21.4 percent), while Arts, Entertainment, and Recreation and Wholesale Trade also declined. Information employment remained unchanged over the period.

Overall, Kauai County's employment growth from 2014 to 2024 was driven primarily by

construction, transportation, accommodation, and government sectors, while several service-producing industries experienced modest declines. These trends highlight the county's reliance on construction and visitor-related industries and underscore the importance of workforce strategies that support sector diversification and resilience in a small island economy.

Table 1.45 Nonagricultural Jobs by Industry, Kauai County, 2014 and 2024

Industry	2014	2024	Percent of Total 2024 Employment	2014-2024 Change	2014-2024 Percent Change
Total non agriculture wage & salary jobs	30,500	32,400	100.0%	1,900	6.2%
Government jobs	4,700	5,000	15.4%	300	6.4%
Accommodation jobs	4,300	4,600	14.2%	300	7.0%
Food services & drinking places jobs	4,300	4,500	13.9%	200	4.7%
Retail trade jobs	3,800	3,800	11.7%	0	0.0%
Professional & business services jobs	2,800	2,900	9.0%	100	3.6%
Health care & social assistance jobs	2,800	2,700	8.3%	-100	-3.6%
Natural resources, mining & construction jobs	1,300	2,100	6.5%	800	61.5%
Transportation, warehousing & utilities jobs	1,500	1,900	5.9%	400	26.7%
Arts, entertainment & recreation jobs	1,300	1,200	3.7%	-100	-7.7%
Financial activities jobs	1,400	1,100	3.4%	-300	-21.4%
Other services jobs	1,000	1,100	3.4%	100	10.0%
Wholesale trade jobs	600	500	1.5%	-100	-16.7%
Manufacturing jobs	400	500	1.5%	100	25.0%
Educational services jobs	200	300	0.9%	100	50.0%
Information jobs	200	200	0.6%	0	0.0%

Source: Compiled by Research & Economic Analysis Division, DBEDT, http://dbedt.hawaii.gov/economic

Educational Attainment

(Table 1.46)

Educational attainment in Hawai'i varies notably by age group, reflecting both ongoing educational progression among younger residents and higher levels of degree attainment among working-age adults.

In 2024, among residents ages 18 to 24, the largest share were high school graduates (43.0 percent), followed by those with some college education or an associate's degree (37.6 percent). Only 11.0 percent of this age group held a bachelor's degree or higher, reflecting that many individuals are still completing postsecondary education.

Among adults ages 25 and over, educational attainment was substantially higher. Nearly all residents in this age group (93.7 percent) had at least a high school diploma, and more than one-

third (37.8 percent) held a bachelor's degree or higher. High school graduates accounted for 27.2 percent of the population, while 18.6 percent had some college, but no degree and 10.2 percent held an associate's degree. Graduate or professional degrees represented 13.9 percent of adults ages 25 and over.

Across prime working-age cohorts, educational attainment remained consistently strong. More than 95 percent of residents ages 25 to 44 held at least a high school diploma, and bachelor's degree attainment peaked among those ages 35 to 44 at 40.3 percent. Adults ages 45 to 64 and those 65 and over also showed high levels of educational attainment, with more than 91.8 percent holding at least a high school diploma and over one-third holding a bachelor's degree or higher.

Overall, these patterns indicate a well-educated adult population in Hawai'i, with particularly strong postsecondary attainment among middle-aged and younger working adults. At the same time, lower bachelor's degree attainment among younger residents highlights the importance of continued investment in postsecondary access, completion, and career pathways that support transitions from education into the workforce.

Table 1.46 Educational Attainment by Age Group, State of Hawaii, 2024

AGE BY EDUCATIONAL ATTAINMENT	Total Estimate	Percent Estimate
Population 18 to 24 years	115,613	—
Less than high school graduate	9,684	8.40%
High school graduate (includes equivalency)	49,759	43.00%
Some college or associate's degree	43,500	37.60%
Bachelor's degree or higher	12,670	11.00%
Population 25 years and over	1,036,973	—
Less than 9th grade	24,215	2.30%
9th to 12th grade, no diploma	40,994	4.00%
High school graduate (includes equivalency)	281,576	27.20%
Some college, no degree	193,176	18.60%
Associate's degree	105,477	10.20%
Bachelor's degree	247,446	23.90%
Graduate or professional degree	144,089	13.90%
High school graduate or higher	971,764	93.70%
Bachelor's degree or higher	391,535	37.80%
Population 25 to 34 years	185,706	—
High school graduate or higher	177,094	95.40%
Bachelor's degree or higher	68,927	37.10%
Population 35 to 44 years	197,164	—
High school graduate or higher	187,300	95.00%
Bachelor's degree or higher	79,364	40.30%
Population 45 to 64 years	342,798	—
High school graduate or higher	321,646	93.80%
Bachelor's degree or higher	128,924	37.60%
Population 65 years and over	311,305	—
High school graduate or higher	285,724	91.80%
Bachelor's degree or higher	114,320	36.70%

Source: U.S. Census Bureau. "Educational Attainment" American Community Survey, ACS 1-year Estimates Subject Tables, Table S1501, 2024, https://data.census.gov/table/ACSST1Y2024.S1501?q=S1501

Educational Attainment: Honolulu County

(Table 1.47)

Educational attainment in Honolulu County reflects strong postsecondary achievement, particularly among working-age adults. In 2024, among residents ages 18 to 24, the largest shares had completed high school (40.3 percent) or attained some college education or an associate's degree (40.9 percent). A smaller share, 12.2 percent, held a bachelor's degree or higher, reflecting that many individuals in this age group are still completing their education.

Among adults ages 25 and over, educational attainment was substantially higher. Nearly all residents (93.6 percent) had at least a high school diploma, and 40.1 percent held a bachelor's degree or higher. High school graduates accounted for 25.4 percent of the adult population, while 17.9 percent had some college, but no degree and 10.1 percent held an associate's degree. Graduate or professional degrees represented 14.7 percent of adults ages 25 and over.

Across prime working-age groups, educational attainment remained consistently strong. More than 95 percent of residents ages 25 to 44 held at least a high school diploma, and bachelor's degree attainment peaked among those ages 35 to 44 at 43.7 percent. Adults ages 45 to 64 and those 65 and over also demonstrated high levels of educational attainment, with over 91 percent holding at least a high school diploma and nearly 40 percent holding a bachelor's degree or higher.

Overall, Honolulu County exhibits the highest levels of educational attainment in the state, with particularly strong bachelor's and graduate degree representation among working-age adults. These patterns underscore the county's role as the state's educational and economic hub, while highlighting the importance of supporting postsecondary completion and workforce alignment for younger residents transitioning from education into employment.

Table 1.47 Educational Attainment by Age Group, Honolulu County, 2024

AGE BY EDUCATIONAL ATTAINMENT	Total Estimate	Percent Estimate
Population 18 to 24 years	85,551	—
Less than high school graduate	5,604	6.60%
High school graduate (includes equivalency)	34,482	40.30%
Some college or associate's degree	35,010	40.90%
Bachelor's degree or higher	10,455	12.20%
Population 25 years and over	711,356	—
Less than 9th grade	17,673	2.50%
9th to 12th grade, no diploma	28,003	3.90%
High school graduate (includes equivalency)	180,636	25.40%
Some college, no degree	127,576	17.90%
Associate's degree	72,008	10.10%
Bachelor's degree	180,787	25.40%
Graduate or professional degree	104,673	14.70%
High school graduate or higher	665,680	93.60%
Bachelor's degree or higher	285,460	40.10%
Population 25 to 34 years	138,405	—
High school graduate or higher	132,586	95.80%
Bachelor's degree or higher	54,779	39.60%
Population 35 to 44 years	135,692	—
High school graduate or higher	129,323	95.30%
Bachelor's degree or higher	59,289	43.70%
Population 45 to 64 years	233,188	—
High school graduate or higher	218,022	93.50%
Bachelor's degree or higher	92,981	39.90%
Population 65 years and over	204,071	—
High school graduate or higher	185,749	91.00%
Bachelor's degree or higher	78,411	38.40%

Source: U.S. Census Bureau. "Educational Attainment" American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1501, 2024, https://data.census.gov/table/ACSST1Y2024.S1501?q=S1501

Educational Attainment: Hawai‘i County

(Table 1.48)

Educational attainment in Hawai‘i County varies notably by age group and reflects lower overall degree attainment compared to statewide levels.

In 2024, among residents ages 18 to 24, the largest share were high school graduates (45.3 percent), followed by those with some college education or an associate’s degree (30.8 percent). Only 9.7 percent of this age group held a bachelor’s degree or higher, indicating that many younger residents have not yet completed postsecondary education. A relatively higher share of this age group (14.3 percent) had not completed high school.

Among adults ages 25 and over, educational attainment was substantially higher but remained below statewide and Honolulu County levels. Nearly all residents (93.9 percent) had at least a high school diploma, while 32.0 percent held a bachelor’s degree or higher. High school graduates accounted for 30.7 percent of the adult population, followed by those with some college but no degree (20.3 percent) and those holding an associate’s degree (10.9 percent). Graduate or

professional degrees represented 12.4 percent of adults ages 25 and over.

Across working-age cohorts, educational attainment increased with age. Bachelor's degree attainment rose from 27.4 percent among residents ages 25 to 34 to 33.9 percent among those ages 45 to 64, before leveling off at 33.0 percent for those age 65 and over. High school completion rates exceeded 93 percent across all adult age groups, indicating broad secondary educational attainment.

Overall, Hawai'i County's educational profile reflects strong high school completion but comparatively lower postsecondary degree attainment, particularly among younger adults. These patterns highlight the importance of expanding access to postsecondary education, career and technical training, and degree completion pathways to strengthen workforce readiness and support long-term economic growth in the county.

Table 1.48 Educational Attainment by Age Group, Hawaii County, 2024

AGE BY EDUCATIONAL ATTAINMENT	Total Estimate	Percent Estimate
Population 18 to 24 years	14,733	—
Less than high school graduate	2,105	14.30%
High school graduate (includes equivalency)	6,671	45.30%
Some college or associate's degree	4,535	30.80%
Bachelor's degree or higher	1,422	9.70%
Population 25 years and over	152,559	—
Less than 9th grade	2,571	1.70%
9th to 12th grade, no diploma	6,706	4.40%
High school graduate (includes equivalency)	46,904	30.70%
Some college, no degree	30,951	20.30%
Associate's degree	16,618	10.90%
Bachelor's degree	29,858	19.60%
Graduate or professional degree	18,951	12.40%
High school graduate or higher	143,282	93.90%
Bachelor's degree or higher	48,809	32.00%
Population 25 to 34 years	21,550	—
High school graduate or higher	20,072	93.10%
Bachelor's degree or higher	5,909	27.40%
Population 35 to 44 years	27,630	—
High school graduate or higher	26,112	94.50%
Bachelor's degree or higher	8,326	30.10%
Population 45 to 64 years	50,823	—
High school graduate or higher	48,197	94.80%
Bachelor's degree or higher	17,213	33.90%
Population 65 years and over	52,556	—
High school graduate or higher	48,901	93.00%
Bachelor's degree or higher	17,361	33.00%

Source: U.S. Census Bureau. "Educational Attainment" American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1501, 2024, https://data.census.gov/table/ACSST1Y2024.S1501?q=S1501

Educational Attainment: Maui County

(Table 1.49)

Educational attainment in Maui County in 2024 reflects a strong foundation of high school completion, with a growing share of the population attaining postsecondary education, particularly among adults aged 25 and over. At the same time, differences across age groups highlight opportunities to strengthen pathways to higher education and credentials aligned with workforce demand.

Among residents aged 18 to 24, the majority had completed high school or its equivalent. In 2024, 59.1 percent of this age group were high school graduates, while an additional 27.3 percent had some college or an associate's degree. A smaller share, 2.4 percent, had already attained a bachelor's degree or higher. Approximately 11.1 percent had not completed high school, indicating a need for continued emphasis on early intervention, credential completion, and postsecondary transition support for younger residents.

For the population aged 25 and over, educational attainment levels were notably higher. Nearly all adults in this age group (93.8 percent) had attained at least a high school diploma or equivalent. High school graduates represented 31.0 percent of the population, while those with some college but no degree accounted for 18.5 percent. Associate's degree holders comprised 8.9 percent of the adult population, reflecting the role of community colleges and workforce-aligned programs in Maui County.

Bachelor's degree attainment among adults was substantial. In 2024, 23.7 percent of residents aged 25 and over held a bachelor's degree, and an additional 11.8 percent held a graduate or professional degree. Combined, 35.5 percent of the adult population possessed a bachelor's degree or higher, indicating a relatively strong base of higher educational attainment to support professional, technical, and managerial occupations.

Overall, these data demonstrate that Maui County's adult population has achieved high levels of educational attainment, particularly at the high school and postsecondary levels. However, the lower share of bachelor's degree attainment among younger adults suggests opportunities to strengthen college completion, credential pathways, and workforce-aligned education programs.

Continued investment in education and training will be critical to ensure that Maui County's workforce is prepared to meet evolving labor market demands, support economic diversification, and expand access to high-quality employment opportunities.

Table 1.49 Educational Attainment by Age Group, Maui County, 2024

AGE BY EDUCATIONAL ATTAINMENT	Total Estimate	Percent Estimate
Population 18 to 24 years	10,487	—
Less than high school graduate	1,168	11.10%
High school graduate (includes equivalency)	6,203	59.10%
Some college or associate's degree	2,861	27.30%
Bachelor's degree or higher	255	2.40%
Population 25 years and over	119,360	—
Less than 9th grade	3,137	2.60%
9th to 12th grade, no diploma	4,256	3.60%
High school graduate (includes equivalency)	37,004	31.00%
Some college, no degree	22,025	18.50%
Associate's degree	10,600	8.90%
Bachelor's degree	28,308	23.70%
Graduate or professional degree	14,030	11.80%
High school graduate or higher	111,967	93.80%
Bachelor's degree or higher	42,338	35.50%
Population 25 to 34 years	17,604	—
High school graduate or higher	16,554	94.00%
Bachelor's degree or higher	7,027	39.90%
Population 35 to 44 years	23,197	—
High school graduate or higher	22,188	95.70%
Bachelor's degree or higher	7,994	34.50%
Population 45 to 64 years	42,139	—
High school graduate or higher	39,417	93.50%
Bachelor's degree or higher	13,794	32.70%
Population 65 years and over	36,420	—
High school graduate or higher	33,808	92.80%
Bachelor's degree or higher	13,523	37.10%

Source: U.S. Census Bureau. "Educational Attainment" American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1501, 2024, https://data.census.gov/table/ACSST1Y2024.S1501?q=S1501

Educational Attainment: Kauai County

(Table 1.50)

Educational attainment in Kauai County varies by age group, with strong high school completion among adults and more limited bachelor's degree attainment, particularly among younger residents.

In 2024, among residents ages 18 to 24, nearly half were high school graduates (49.6 percent), while 22.6 percent had some college education or an associate's degree. Only 11.1 percent held a bachelor's degree or higher, and a relatively high share of this age group (16.7 percent) had not completed high school.

Among adults ages 25 and over, educational attainment was substantially higher. Nearly all residents (94.7 percent) had at least a high school diploma, while 27.8 percent held a bachelor's degree or higher. High school graduates accounted for 31.7 percent of the adult population,

followed by those with some college but no degree (23.5 percent) and those holding an associate's degree (11.7 percent). Graduate or professional degrees represented 12.0 percent of adults ages 25 and over.

Across working-age cohorts, educational attainment remained strong at the secondary level, with more than 90.9 percent of residents ages 35 and over holding at least a high school diploma. Bachelor's degree attainment varied by age, ranging from 14.9 percent among residents ages 25 to 34 to 35.2 percent among those ages 35 to 44, before stabilizing near 28 percent among older age groups.

Overall, Kauai County's educational profile reflects high levels of high school completion and moderate postsecondary attainment, with a comparatively smaller share of bachelor's degree holders than statewide and urban counties. These patterns underscore the importance of expanding access to postsecondary education, degree completion, and career-aligned training opportunities to strengthen workforce readiness and support economic resilience in a small island economy.

Table 1.50 Educational Attainment by Age Group, Kauai County, 2024

AGE BY EDUCATIONAL ATTAINMENT	Total Estimate	Percent Estimate
Population 18 to 24 years	4,842	—
Less than high school graduate	807	16.70%
High school graduate (includes equivalency)	2,403	49.60%
Some college or associate's degree	1,094	22.60%
Bachelor's degree or higher	538	11.10%
Population 25 years and over	53,623	—
Less than 9th grade	827	1.50%
9th to 12th grade, no diploma	2,029	3.80%
High school graduate (includes equivalency)	16,995	31.70%
Some college, no degree	12,604	23.50%
Associate's degree	6,251	11.70%
Bachelor's degree	8,488	15.80%
Graduate or professional degree	6,429	12.00%
High school graduate or higher	50,767	94.70%
Bachelor's degree or higher	14,917	27.80%
Population 25 to 34 years	8,147	—
High school graduate or higher	7,882	96.70%
Bachelor's degree or higher	1,212	14.90%
Population 35 to 44 years	10,634	—
High school graduate or higher	9,666	90.90%
Bachelor's degree or higher	3,744	35.20%
Population 45 to 64 years	16,619	—
High school graduate or higher	15,988	96.20%
Bachelor's degree or higher	4,936	29.70%
Population 65 years and over	18,223	—
High school graduate or higher	17,231	94.60%
Bachelor's degree or higher	5,025	27.60%

Source: U.S. Census Bureau. "Educational Attainment" American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1501, 2024, https://data.census.gov/table/ACSST1Y2024.S1501?q=S1501

Populations with Barriers to Employment

The Workforce Innovation and Opportunity Act (WIOA) recognizes that some individuals may face challenges that affect their ability to enter or reenter the workforce.

It is important to note that there are no occupations or industries designated exclusively for any particular group. Individuals who experience barriers to employment, like all jobseekers, seek opportunities across the full range of industries and occupations available in Hawai'i's economy.

Accordingly, the industries identified below reflect Hawai'i's existing and emerging areas of employment growth and are relevant to all jobseekers, including individuals who may require additional support to participate fully in the labor market.

Key Industry Areas with Ongoing Workforce Demand

1. **Tourism and Hospitality**
   Tourism remains a major driver of Hawai'i's economy, with consistent demand for workers in hotels, restaurants, and visitor attractions across the state.
2. **Health Care**
   As Hawai'i's population continues to age, demand for health care and support services is increasing. With appropriate training and workplace support, individuals across a wide range of backgrounds can pursue employment in this sector.
3. **Retail and Sales**
   Retail remains an important component of Hawai'i's labor market, offering a variety of entry-level and career advancement opportunities in stores, malls, and related businesses.
4. **Education**
   There is an ongoing need for educators and education support staff statewide, creating opportunities across multiple levels of training and experience.
5. **Remote Work and Telecommuting**
   The expansion of remote and hybrid work arrangements following the COVID-19 pandemic has broadened access to employment in fields such as customer support, administrative services, and digital content development.

While these industries offer opportunities for all job seekers, successful participation in the labor market often depends on the availability of coordinated services and support. WIOA partners work collectively to ensure that individuals who require additional assistance can access training, employment services, and workplace support that benefit both workers and employers.

System Strategies to Support Workforce Participation

1. **Coordination Among WIOA Partners**
   All WIOA partners share responsibility for identifying jobseekers who may benefit from additional services and coordinating supports that promote successful employment outcomes.
2. **Accessible Training and Work-Based Learning**
   Training programs, including apprenticeship and work-based learning opportunities, are designed to be accessible and responsive to participant needs, including the use of

alternative formats, auxiliary aids, or instructional supports where appropriate.

3. **Workplace Flexibility and Job Supports**
   Employers are encouraged to consider reasonable workplace practices such as flexible scheduling, assistive tools, or task modification when appropriate to support employee performance and retention.
4. **Workplace Readiness and Staff Training**
   Training for supervisors and employees supports effective communication, appropriate workplace practices, and productive work environments that benefit the entire workforce.
5. **Use of Assistive Tools and Technology**
   Technology solutions can enhance job performance and productivity and are increasingly relevant across many industries and occupations.
6. **Partnerships with Service Providers**
   State and local partners, including vocational rehabilitation and community organizations, contribute expertise, referrals, and resources that support both jobseekers and employers.

The following section presents Hawai‘i-specific data on workforce participation among mature workers, veterans, individuals with disabilities, foreign-born workers, individuals with limited English proficiency, and agricultural and migrant workers, consistent with WIOA reporting requirements.

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 (Age 65 and Over)

(Table 1.51)

Mature workers continue to represent an important segment of Hawai'i's population, offering experience, institutional knowledge, and transferable skills that can support workforce needs across multiple industries.

In 2024, the civilian population age 65 and over totaled 311,305 individuals, reflecting the growing share of older adults within the state's overall population. Labor force participation among this age group remains limited but stable.

Approximately 25.6 percent of individuals age 65 and over reported working at some point in the past 12 months. Of the total population in this age group, 22.7 percent were in the labor force, while unemployment was minimal at 0.2 percent. These data indicate that individuals who remain active in the labor market generally experience strong employment outcomes.

The majority of older adults, however, were not participating in the labor force. About 74.4 percent did not work in the past 12 months, and 74.2 percent were not in the labor force, reflecting retirement rather than involuntary labor market separation. Only a very small share of those not working reported being unemployed, underscoring that non-participation among this population is largely a matter of choice rather than limited employment opportunity.

Educational attainment among mature workers further supports their capacity for continued employment and self-sufficiency. A substantial share of older adults has completed high school or attained postsecondary education, providing a strong foundation for engagement in a range

of occupations, including those that value experience, reliability, and mentoring capabilities.

Overall, the data suggest that while most individuals age 65 and over in Hawai‘i have exited the workforce, a meaningful segment remains economically active and well-positioned to contribute to the labor market. As Hawai‘i’s population continues to age, mature workers represent a potential talent pool for employers, particularly in industries experiencing labor shortages. These trends highlight opportunities for flexible work arrangements, part-time employment, reskilling, and job designs that accommodate varying levels of workforce participation while supporting continued engagement for those who choose to remain employed.

Table 1.51 Employment Status of Civilian Population 65 years and over, State of Hawaii, 2024

Civilian Population 65 years & over	Estimate	Percent
Total:	311,305	—
Worked in the past 12 months:	79,688	25.6%
In Labor Force	70,514	22.7%
Not in labor force	9,174	2.9%
Did not work in the past 12 months:	231,617	74.4%
Unemployed	614	0.2%
Not in labor force	231,003	74.2%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Detailed Tables, Table C23004, 2024, https://data.census.gov/table/ACSDT1Y2024.C23004?q=C23004

Veterans

(Table 1.52- Table 1.56)

Veterans continue to represent an important segment of Hawai‘i’s working-age population, bringing transferable skills, technical training, and leadership experience to the labor market. Updated estimates from the U.S. Census Bureau’s 2024 American Community Survey provide insight into veterans’ educational attainment and labor force participation at the state and county levels.

Statewide Overview

In 2024, Hawai‘i had an estimated 82,280 veterans age 25 and over. Educational attainment among veterans remains relatively high. More than two-thirds of veterans had completed education beyond high school, with 33.8 percent reporting some college or an associate’s degree and 36.2 percent holding a bachelor’s degree or higher. Only a small share, 3.7 percent, had less than a high school education. This distribution reflects a veteran population that is generally well-positioned to compete for a broad range of occupations across industries.

Among veterans ages 18 to 64, an estimated 30,127 were in the civilian labor force out of a total population of 39,631, indicating strong workforce engagement among working-age veterans. While labor force participation and unemployment rates were not reported directly in the 2024 ACS tables,

the size of the civilian labor force suggests continued attachment to employment and labor market activity.

County-Level Patterns

Honolulu County accounted for the largest share of the state's veteran population, with 60,475 veterans age 25 and over. Educational attainment among veterans in Honolulu County was notably high, with 40.1 percent holding a bachelor's degree or higher and an additional 32.5 percent reporting some college or an associate's degree. Among veterans ages 18 to 64, approximately 76.6 percent were in the civilian labor force, reflecting strong participation in the county's diverse labor market.

Hawai'i County had an estimated 10,784 veterans age 25 and over. Educational attainment was more evenly distributed, with 36.3 percent reporting some college or an associate's degree and 23.6 percent holding a bachelor's degree or higher. High school graduates accounted for 37.8 percent. Labor force participation among veterans ages 18 to 64 was lower than in other counties, at approximately 64.8 percent, suggesting potential differences in local labor market conditions or employment opportunities.

Maui County reported 7,658 veterans age 25 and over. Nearly two-thirds of veterans in Maui County had postsecondary education, with 39.5 percent reporting some college or an associate's degree and 25.6 percent holding a bachelor's degree or higher. Veterans ages 18 to 64 in Maui County showed one of the highest levels of labor force participation statewide, with approximately 81.8 percent in the civilian labor force.

Kauai County had the smallest veteran population, with 3,363 veterans age 25 and over. Educational attainment among veterans in Kauai County showed a relatively high concentration of postsecondary education, with 35.6 percent reporting some college or an associate's degree and 31.2 percent holding a bachelor's degree or higher. Labor force participation among veterans ages 18 to 64 was approximately 79.4 percent, indicating strong engagement despite the county's smaller labor market.

Summary

Overall, the 2024 data indicate that veterans in Hawai'i generally have high levels of educational attainment and strong attachment to the labor force, particularly among working-age populations. Postsecondary education is common across all counties, supporting veterans' ability to pursue employment in skilled, technical, and professional occupations. Variations in labor force participation across counties highlight the importance of aligning veteran employment and training services with local labor market conditions. These findings reinforce the role of veterans as a valuable talent pool within Hawai'i's workforce and underscore the importance of coordinated employment, training, and employer engagement strategies to support their continued participation in the labor market.

Table 1.52 Veterans Employment Status and Educational Attainment, State of Hawaii, 2024

Category	Veterans Estimate	Distribution
EDUCATIONAL ATTAINMENT	—	—
Civilian population 25 years and over	82,280	—
Less than high school graduate	3,032	3.7%
High school graduate (includes equivalency)	21,668	26.3%
Some college or associate's degree	27,791	33.8%
Bachelor's degree or higher	29,789	36.2%
EMPLOYMENT STATUS	—	—
Civilian population 18 to 64 years	39,631	—
Labor force participation rate	N/A	—
Civilian labor force 18 to 64 years	30,127	—
Unemployment rate	N/A	—

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Subject Tables, Table S2101, 2024, https://data.census.gov/table/ACSST1Y2024.S2101?q=S2101

Table 1.53 Veterans Employment Status and Educational Attainment, Honolulu County, 2024

Category	Veterans Estimate	Distribution
EDUCATIONAL ATTAINMENT	—	—
Civilian population 25 years and over	60,475	—
Less than high school graduate	2,070	3.4%
High school graduate (includes equivalency)	14,512	24.0%
Some college or associate's degree	19,655	32.5%
Bachelor's degree or higher	24,238	40.1%
EMPLOYMENT STATUS	—	—
Civilian population 18 to 64 years	32,310	—
Labor force participation rate	N/A	—
Civilian labor force 18 to 64 years	24,738	76.6%
Unemployment rate	N/A	—

Source: U.S. Census Bureau. "Veteran Status" American Community Survey, ACS 1-Year Estimates Subject Tables, Table S2101, 2024, https://data.census.gov/table/ACSST1Y2024.S2101?q=S2101

Table 1.54 Veterans Employment Status and Educational Attainment, Hawaii County, 2024

Category	Veterans Estimate	Distribution
EDUCATIONAL ATTAINMENT	—	—
Civilian population 25 years and over	10,784	—
Less than high school graduate	251	2.3%
High school graduate (includes equivalency)	4,077	37.8%
Some college or associate's degree	3,916	36.3%
Bachelor's degree or higher	2,540	23.6%
EMPLOYMENT STATUS	—	—
Civilian population 18 to 64 years	3,378	—
Labor force participation rate	N/A	—
Civilian labor force 18 to 64 years	2,188	64.8%
Unemployment rate	N/A	—

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Subject Tables, Table S2101, 2024, https://data.census.gov/table/ACSST1Y2024.S2101?q=S210

Table 1.55 Veterans Employment Status and Educational Attainment, Maui County, 2024

Category	Veterans Estimate	Distribution
EDUCATIONAL ATTAINMENT	—	—
Civilian population 25 years and over	7,658	—
Less than high school graduate	282	3.7%
High school graduate (includes equivalency)	2,393	31.2%
Some college or associate's degree	3,022	39.5%
Bachelor's degree or higher	1,961	25.6%
EMPLOYMENT STATUS	—	—
Civilian population 18 to 64 years	2,933	—
Labor force participation rate	N/A	—
Civilian labor force 18 to 64 years	2,399	81.8%
Unemployment rate	N/A	—

Source U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Subject Tables, Table S2101, 2024, https://data.census.gov/table/ACSST1Y2024.S2101?q=S2101

Table 1.56 Veterans Employment Status and Educational Attainment, Kauai County, 2024

Category	Veterans Estimate	Distribution
EDUCATIONAL ATTAINMENT	—	—
Civilian population 25 years and over	3,363	—
Less than high school graduate	429	12.8%
High school graduate (includes equivalency)	686	20.4%
Some college or associate's degree	1,198	35.6%
Bachelor's degree or higher	1,050	31.2%
EMPLOYMENT STATUS	—	—
Civilian population 18 to 64 years	1,010	—
Labor force participation rate	N/A	—
Civilian labor force 18 to 64 years	802	79.4%
Unemployment rate	N/A	—

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Subject Tables, Table S2101, 2024, https://data.census.gov/table/ACSST1Y2024.S2101?q=S2101

Military Spouses

(Table 1.57 to Table 1.62)

Hawaii State residents include:

- *44,604 active-duty service members*
- *22,72 6active-duty spouses*
- *29,359 active-duty children*
- *8,559 National Guard and reserve members*
- *4,128 National Guard and reserve spouses*
- *6,862 National Guard and reserve children*

Source: Military One Source, Chapters 5 and 6, https://demographics.militaryonesource.mil

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, 86.1% of military spouses are women, exhibit a labor market participation rate of 69%—significantly lower than the 76% of the general population—and boast high educational attainment, with 82% having some college education, 32% holding a four-year degree, and 18% an advanced degree. Applying the 21% national unemployment rate for spouses of active-duty service members to Hawai`i data, Hawaii has approximately 4,545 unemployed spouses. This is a significant untapped labor pool of educated and skilled workers for Hawaii employers.

Labor force participation increased in 2024; for employed spouses, 68% worked full-time and 32% worked part-time (<35 hours weekly).

63% of active-duty spouses who are employed-civilians are employed within their area of education or training.

64% of employers offer flexible scheduling and 39% of current employers offer remote or teleworking options .

Current work location: 13% are fully on-site; 54% are fully remote and 33% are hybrid.

Occupational requirements: 52% required either a state license or occupational certificate in 2024. 47% required a certification provided by an organization that sets standards for their occupation; 35% required a state issued license.

A combined 50**%** of military spouses have at least a bachelor's degree (18% advanced + 32% bachelor's), and 74% have some college experience or higher.

These figures are notably higher than national averages, reflecting a highly educated spouse's population.

Despite strong educational credentials, military spouses often face underemployment due to frequent relocations, certification transfer barriers, and childcare demands. Nationally, 53% of the employed military spouses work for private sector employers and 26% work for governmental agencies.

After a Permanent Change of Station (PCS) the Active-Duty Spouse survey shows that it took one month to under 6 months for 49% of military spouses to find employment and it took 7 months to more than 10 months for 28% to find employment. There is an opportunity for employers to include this group in recruitment and outreach strategies that fill their workforce needs.

Table 1.57 Percent of Active-Duty Military Spouses in the U.S. Labor Force, 2012-2024

Year	Percent
2012	61%
2015	61%
2017	61%
2019	64%
2021	64%
2024	69%

Source: 2024 Active-Duty Spouse Survey, Office of People Analytics, Revised 9/16/2025

Table 1.58 Employment Status of Active-Duty Civilian Spouses, 2023

Civilian Spouse Employment Status	Total Dept. of Defense
In Civilian Labor Force, Employed	50%
In Civilian Labor Force, Unemployed	14%
Not in the Labor Force (not seeking work)	36%

Source: 2023 Demographics Profile of the Military Community, U.S. Department of Defense

Table 1.59 Unemployment Rate for Active-Duty Spouses Who are in the Labor Force, 2012-2024

Year	Percent Unemployed
2012	25%
2015	23%
2017	24%
2019	22%
2021	21%
2024	20%

Source: 2023 Demographics Profile of the Military Community, U.S. Department of Defense

Table 1.60 Educational Attainment Active-Duty Military Spouses, 2024

Education Level	Percent
12 Years or Less (No Diploma)	1%
High School Diploma or Equivalent	11%
Vocational or Technical Diploma	5%
Some College (No Degree)	20%
Associate Degree	12%
Bachelor's Degree	32%
Advanced Degree	18%

Source: https://www.militaryonesource.mil/data-research-and-statistics/survey-findings

Table 1.61 Type of Employment Among Active-Duty Military Spouses, 2024

Employer	Percent
Private Company	53%
Government	26%
Self-Employed	10%
Non-Profit	10%
Family Business	2%

Source: https://www.militaryonesource.mil/data-research-and-statistics/survey-findings

Table 1.62 Length of Time Taken to Find Employment After Last Permanent Change of Station (PCS) Move, 2024 and Percent of Active-Duty Spouses who Experienced a PCS Move and Found Employment after the Last PCS Move

Length of Time	Percent
Less than 1 month	23%
1 month to less than 4 months	28%
4 months to less than 7 months	21%
7 months to less than 10 months	10%
10 months or more	18%

Source: 2024 Active-Duty Spouse Survey, Office of People Analytics, Revised 9/16/2025
https://download.militaryonesource.mil/12038/MOS/Presentations/2024-active-duty-spouse-survey-full-briefing.pdf

Individuals with Disabilities

(Tables 1.63 to 1.72)

Individuals with disabilities represent a significant segment of Hawai‘i’s population and labor market.

In 2024, an estimated 183,071 residents statewide, or 13.2 percent of the total population, reported having a disability.

Disability increases substantially with age, with individuals age 65 and over accounting for the largest share (7.1 percent of the total population), followed by those ages 18 to 64 (5.1 percent). Children under age 18 represented a comparatively small share.

County-level patterns generally mirror statewide trends, with some variation in prevalence.

Hawai‘i County reported the highest proportion of residents with disabilities at 17.2 percent, while Honolulu County accounted for the largest number of individuals with disabilities in absolute terms, reflecting its population size. Maui County and Kauai County reported lower overall prevalence rates, though in all counties, disabilities were more common among older adults than among the working-age population.

Work experience data provides important context for understanding labor market participation among individuals with disabilities. Statewide, individuals with disabilities were represented across all categories of work experience in 2024, including full-time, year-round employment; part-time or less-than-year-round work; and non-participation in employment. While a large number of individuals with disabilities worked full-time throughout the year, a larger share worked part-time or did not work during the year, compared to individuals without disabilities. This pattern was consistent across counties.

At the county level, Honolulu County showed the highest absolute number of individuals with

disabilities engaged in full-time, year-round employment, reflecting its larger labor market. Hawai'i County exhibited a higher proportion of individuals with disabilities who did not work during the year, consistent with its higher overall disability prevalence. Maui County and Kauai County showed smaller numbers of individuals with disabilities in the workforce, though individuals with disabilities in these counties were also represented across all work experience categories.

Overall, the data indicate that individuals with disabilities participate in Hawai'i's labor market in a variety of ways, with outcomes influenced by age, local labor market conditions, and the availability of employment opportunities. While many individuals with disabilities are actively engaged in work, others are not participating in the labor force, particularly among older age groups.

These patterns underscore the importance of coordinated workforce services, training opportunities, and employer engagement strategies that support broad access to employment and enable individuals to participate in the labor market to the extent they choose.

Table 1.63 Disability Status by Age, State of Hawaii, 2024

Category	State of Hawaii Estimate	Percent of Hawaii Population
Total Population	1,386,888	—
With a disability:	183,071	13.2%
Under 18 years	12,749	0.9%
18 to 64 years	71,290	5.1%
65 years and over	99,032	7.1%
No disability	1,203,817	86.8%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Supplemental Estimates, Table K201802, 2024, https://data.census.gov/table/ACSSE2024.K201802?q=K201802.

Table 1.64 Disability Status by Age, Honolulu County, 2024

Category	Honolulu County Estimate	Percent of Honolulu County Population
Total Population	942,720	—
With a disability:	121,174	12.9%
Under 18 years	8,878	0.9%
18 to 64 years	46,666	5.0%
65 years and over	65,630	7.0%
No disability	821,546	87.1%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Supplemental Estimates, Table K201802, 2024, https://data.census.gov/table/ACSSE2024.K201802?q=K201802.

Table 1.65 Disability Status by Age, Hawaii County, 2024

Category	Hawaii County Estimate	Percent of Hawaii County Population
Total Population	208,424	—
With a disability:	35,943	17.2%
Under 18 years	2,450	1.2%
18 to 64 years	16,051	7.7%
65 years and over	17,442	8.4%
No disability	172,481	82.8%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Supplemental Estimates, Table K201802, 2024, https://data.census.gov/table/ACSSE2024.K201802?q=K201802.

Table 1.66 Disability Status by Age, Maui County, 2024

Category	Maui County Estimate	Percent of Maui County Estimate
Total Population	162,361	—
With a disability:	18,535	11.4%
Under 18 years	721	0.4%
18 to 64 years	7,136	4.4%
65 years and over	10,678	6.6%
No disability	143,826	88.6%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Supplemental Estimates, Table K201802, 2024, https://data.census.gov/table/ACSSE2024.K201802?q=K201802.

Table 1.67 Disability Status by Age, Kauai County, 2024

Category	Kauai County Estimate	Percent of Kauai County Estimate
Total Population	73,308	—
With a disability:	7,381	10.1%
Under 18 years	700	1.0%
18 to 64 years	1,429	1.9%
65 years and over	5,252	7.2%
No disability	65,927	89.9%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Supplemental Estimates, Table K201802, 2024, https://data.census.gov/table/ACSSE2024.K201802?q=K201802.

Table 1.68 Work Experience by Disability Status, State of Hawaii, 2024

Category	Estimate	Percent of Total
Total:	787,020	—
Worked full-time, year round:	450,117	57.2%
With a disability	20,993	2.7%
No disability	429,124	54.5%
Worked less than full-time, year round:	192,369	24.4%
With a disability	14,684	1.9%
No disability	177,685	22.6%
Did not work:	144,534	18.4%
With a disability	35,613	4.5%
No disability	108,921	13.8%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Supplemental Estimates, Table K201802, 2024, https://data.census.gov/table/ACSSE2024.K201802?q=K201802.

Table 1.69 Work Experience by Disability Status, Honolulu County, 2024

Category	Estimate	Percent of Total
Total:	540,320	—
Worked full-time, year round:	317,978	58.8%
With a disability	14,700	2.7%
No disability	303,278	56.1%
Worked less than full-time, year round:	125,649	23.3%
With a disability	10,017	1.9%
No disability	115,632	21.4%
Did not work:	96,693	17.9%
With a disability	21,949	4.1%
No disability	74,744	13.8%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Supplemental Estimates, Table K201802, 2024, https://data.census.gov/table/ACSSE2024.K201802?q=K201802.

Table 1.70 Work Experience by Disability Status, Hawaii County, 2024

Category	Estimate	Percent of Total
Total:	113,919	—
Worked full-time, year round:	57,011	50.0%
With a disability	3,709	3.3%
No disability	53,302	46.8%
Worked less than full-time, year round:	30,170	26.5%
With a disability	3,476	3.1%
No disability	26,694	23.4%
Did not work:	26,738	23.5%
With a disability	8,866	7.8%
No disability	17,872	15.7%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Supplemental Estimates, Table K201802, 2024, https://data.census.gov/table/ACSSE2024.K201802?q=K201802.

Table 1.71 Work Experience by Disability Status, Maui County, 2024

Category	Estimate	Percent of Total
Total:	92,675	—
Worked full-time, year round:	52,549	56.7%
With a disability	2,377	2.6%
No disability	50,172	54.1%
Worked less than full-time, year round:	24,091	26.0%
With a disability	962	1.0%
No disability	23,129	25.0%
Did not work:	16,035	17.3%
With a disability	3,797	4.1%
No disability	12,238	13.2%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Supplemental Estimates, Table K201802, 2024, https://data.census.gov/table/ACSSE2024.K201802?q=K201802.

Table 1.72 Work Experience by Disability Status, Kauai County, 2024

Category	Estimate	Percent of Total
Total:	40,066	—
Worked full-time, year round:	22,552	56.3%
With a disability	207	0.5%
No disability	22,345	55.8%
Worked less than full-time, year round:	12,446	31.1%
With a disability	221	0.6%
No disability	12,225	30.5%
Did not work:	5,068	12.6%
With a disability	1,001	2.5%
No disability	4,067	10.2%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Supplemental Estimates, Table K201802, 2024, https://data.census.gov/table/ACSSE2024.K201802?q=K201802.

Foreign-Born Individuals

(Tables 1.73 to 1.76)

Foreign-born individuals continue to represent a substantial and economically active component of Hawai‘i’s population and labor force.

Recent American Community Survey data indicate that Hawai‘i is home to a large foreign-born population with strong labor force attachment, diverse educational backgrounds, and significant linguistic diversity that has implications for workforce participation and service delivery.

Statewide, foreign-born residents exhibit relatively high labor force participation and low unemployment. Educational attainment among this population spans a wide range.

While a modest share of adults age 25 and over have not completed high school, a substantial portion have attained postsecondary education.

In 2024, more than two-thirds of the adult population completed education beyond high school, including those with some college or an associate’s degree as well as those holding bachelor’s and graduate degrees. This distribution highlights the presence of both entry-level and highly skilled talent within Hawai‘i’s foreign-born workforce.

Language spoken at home remains a defining characteristic of this population. A significant share of adults age 25 and over speak a language other than English at home, most commonly Asian and Pacific Island languages. Foreign language use is present across all levels of educational attainment and labor force participation. Individuals with higher levels of education, including those with bachelor’s degrees or higher, are well represented in the labor force regardless of language spoken at home, indicating strong workforce engagement across language groups.

County-level patterns reflect both population size and local labor market conditions.

Honolulu County accounts for the largest share of Hawai‘i’s foreign-born population and mirrors statewide trends in educational attainment, labor force participation, and language use. Foreign-born residents in Honolulu County are present across all education levels, with particularly strong representation among individuals with bachelor’s degrees or higher who are active in the labor force.

Hawai‘i County’s foreign-born population shows a more even distribution across high school, some college, and bachelor’s degree attainment. A notable share of foreign-born residents in Hawai‘i County speak a language other than English at home, including Spanish and Asian and Pacific Island languages, with participation in the labor force observed across all educational levels.

Maui County exhibits a relatively high share of foreign-born adults with postsecondary education, including both college and bachelor’s degree attainment. Foreign-born residents in Maui County demonstrate strong labor force participation across education levels, with language diversity similar to statewide patterns, though a slightly higher concentration of Asian and Pacific Island language use.

Across all counties, individuals who speak languages other than English are found among both those who are working or seeking work and those who are not in the labor force, indicating that language spoken at home alone does not determine labor market participation. Instead, workforce participation reflects a combination of educational attainment, local labor market opportunities, and access to training and employment services.

Overall, the data indicate that Hawai‘i’s foreign-born population contributes meaningfully to the state’s workforce across industries and skill levels.

At the same time, variation in educational attainment and language spoken at home highlights the importance of workforce services that support skill development, credential attainment, and effective navigation of employment and training systems. These characteristics reinforce the role of coordinated language-accessible services within the WIOA system to support labor market participation and advancement for all jobseekers.

Table 1.73 Educational Attainment and Employment Status by Language Spoken at Home for the Population 25 years on Over, State of Hawaii, 2024

Category	Estimate	Percent of Population over 25
Population over 25	1,036,973	—
Less than high school graduate:	65,209	6.3%
In labor force:	30,618	3.0%
Speak only English	12,638	1.2%
Speak Spanish	1,129	0.1%
Speak other Indo-European languages	513	0.0%
Speak Asian and Pacific Island languages	16,233	1.6%
Speak other languages	105	0.0%
Not in labor force:	34,591	3.3%
Speak only English	16,689	1.6%
Speak Spanish	484	0.0%
Speak other Indo-European languages	275	0.0%
Speak Asian and Pacific Island languages	16,613	1.6%
Speak other languages	530	0.1%
High school graduate (includes equivalency):	281,576	27.2%
In labor force:	166,576	16.1%
Speak only English	114,979	11.1%
Speak Spanish	2,358	0.2%
Speak other Indo-European languages	1,023	0.1%
Speak Asian and Pacific Island languages	47,319	4.6%
Speak other languages	897	0.1%
Not in labor force:	115,000	11.1%
Speak only English	85,773	8.3%
Speak Spanish	1,547	0.1%
Speak other Indo-European languages	1,292	0.1%
Speak Asian and Pacific Island languages	23,763	2.3%
Speak other languages	2,625	0.3%

Category	Estimate	Percent of Population over 25
Population over 25	1,036,973	—
Some college or associate's degree:	298,653	28.8%
In labor force:	192,469	18.6%
Speak only English	142,550	13.7%
Speak Spanish	4,921	0.5%
Speak other Indo-European languages	1,866	0.2%
Speak Asian and Pacific Island languages	41,736	4.0%
Speak other languages	1,396	0.1%
Not in labor force:	106,184	10.2%
Speak only English	82,757	8.0%
Speak Spanish	1,841	0.2%
Speak other Indo-European languages	1,503	0.1%
Speak Asian and Pacific Island languages	18,890	1.8%
Speak other languages	1,193	0.1%
Bachelor's degree or higher:	391,535	37.8%
In labor force:	273,397	26.4%
Speak only English	210,497	20.3%
Speak Spanish	6,669	0.6%
Speak other Indo-European languages	7,090	0.7%
Speak Asian and Pacific Island languages	46,841	4.5%
Speak other languages	2,300	0.2%
Not in labor force:	118,138	11.4%
Speak only English	91,652	8.8%
Speak Spanish	2,914	0.3%
Speak other Indo-European languages	1,838	0.2%
Speak Asian and Pacific Island languages	21,157	2.0%
Speak other languages	577	0.1%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B16010, 2024, https://data.census.gov/table/ACSDT1Y2024.B16010?q=B16010

Table 1.74 Educational Attainment, Language Spoken at Home, and Employment Status, Honolulu County, 2024

Category	Estimate	Percent of Population over 25
Population over 25	711,356	—
Less than high school graduate:	45,676	6.4%
In labor force:	21,468	3.0%
Speak only English	6,963	1.0%
Speak Spanish	103	0.0%
Speak other Indo-European languages	185	0.0%
Speak Asian and Pacific Island languages	14,118	2.0%
Speak other languages	99	0.0%
Not in labor force:	24,208	3.4%
Speak only English	10,009	1.4%
Speak Spanish	271	0.0%
Speak other Indo-European languages	123	0.0%
Speak Asian and Pacific Island languages	13,691	1.9%
Speak other languages	114	0.0%
High school graduate (includes equivalency):	180,636	25.4%
In labor force:	106,389	15.0%
Speak only English	70,527	9.9%
Speak Spanish	1,345	0.2%
Speak other Indo-European languages	874	0.1%
Speak Asian and Pacific Island languages	32,880	4.6%
Speak other languages	763	0.1%
Not in labor force:	74,247	10.4%
Speak only English	53,272	7.5%
Speak Spanish	629	0.1%
Speak other Indo-European languages	1,005	0.1%
Speak Asian and Pacific Island languages	17,941	2.5%
Speak other languages	1,400	0.2%

Category	Estimate	Percent of Population over 25
Population over 25	711,356	—
Some college or associate's degree:	199,584	28.1%
In labor force:	132,634	18.6%
Speak only English	94,795	13.3%
Speak Spanish	4,108	0.6%
Speak other Indo-European languages	1,094	0.2%
Speak Asian and Pacific Island languages	31,935	4.5%
Speak other languages	702	0.1%
Not in labor force:	66,950	9.4%
Speak only English	49,442	7.0%
Speak Spanish	1,143	0.2%
Speak other Indo-European languages	786	0.1%
Speak Asian and Pacific Island languages	14,791	2.1%
Speak other languages	788	0.1%
Bachelor's degree or higher:	285,460	40.1%
In labor force:	206,151	29.0%
Speak only English	154,983	21.8%
Speak Spanish	4,496	0.6%
Speak other Indo-European languages	4,602	0.6%
Speak Asian and Pacific Island languages	40,057	5.6%
Speak other languages	2,013	0.3%
Not in labor force:	79,309	11.1%
Speak only English	58,958	8.3%
Speak Spanish	1,215	0.2%
Speak other Indo-European languages	914	0.1%
Speak Asian and Pacific Island languages	17,987	2.5%
Speak other languages	235	0.0%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B16010, 2024, https://data.census.gov/table/ACSDT1Y2024.B16010?q=B1601

Table 1.75 Educational Attainment, Language Spoken at Home, and Employment Status, Hawaii County, 2024

Category	Estimate	Percent of Population over 25
Population over 25	152,559	—
Less than high school graduate:	9,277	6.1%
In labor force:	3,228	2.1%
Speak only English	1,764	1.2%
Speak Spanish	751	0.5%
Speak other Indo-European languages	294	0.2%
Speak Asian and Pacific Island languages	413	0.3%
Speak other languages	6	0.0%
Not in labor force:	6,049	4.0%
Speak only English	4,218	2.8%
Speak Spanish	147	0.1%
Speak other Indo-European languages	152	0.1%
Speak Asian and Pacific Island languages	1,116	0.7%
Speak other languages	416	0.3%
High school graduate (includes equivalency):	46,904	30.7%
In labor force:	25,282	16.6%
Speak only English	18,859	12.4%
Speak Spanish	240	0.2%
Speak other Indo-European languages	46	0.0%
Speak Asian and Pacific Island languages	6,050	4.0%
Speak other languages	87	0.1%
Not in labor force:	21,622	14.2%
Speak only English	17,714	11.6%
Speak Spanish	638	0.4%
Speak other Indo-European languages	147	0.1%
Speak Asian and Pacific Island languages	2,430	1.6%
Speak other languages	693	0.5%

Category	Estimate	Percent of Population over 25
Population over 25	152,559	—
Some college or associate's degree:	47,569	31.2%
In labor force:	26,065	17.1%
Speak only English	21,085	13.8%
Speak Spanish	296	0.2%
Speak other Indo-European languages	591	0.4%
Speak Asian and Pacific Island languages	3,500	2.3%
Speak other languages	593	0.4%
Not in labor force:	21,504	14.1%
Speak only English	18,440	12.1%
Speak Spanish	381	0.2%
Speak other Indo-European languages	107	0.1%
Speak Asian and Pacific Island languages	2,202	1.4%
Speak other languages	374	0.2%
Bachelor's degree or higher:	48,809	32.0%
In labor force:	29,546	19.4%
Speak only English	24,081	15.8%
Speak Spanish	594	0.4%
Speak other Indo-European languages	1,651	1.1%
Speak Asian and Pacific Island languages	3,146	2.1%
Speak other languages	74	0.0%
Not in labor force:	19,263	12.6%
Speak only English	16,513	10.8%
Speak Spanish	449	0.3%
Speak other Indo-European languages	553	0.4%
Speak Asian and Pacific Island languages	1,509	1.0%
Speak other languages	239	0.2%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B16010, 2024, https://data.census.gov/table/ACSDT1Y2024.B16010?q=B16010

Table 1.76 Educational Attainment, Language Spoken at Home, and Employment Status, Maui County, 2024

Category	Estimate	Percent of Population over 25
Population over 25	119,360	—
Less than high school graduate:	7,393	6.2%
In labor force:	4,084	3.4%
Speak only English	2,445	2.0%
Speak Spanish	112	0.1%
Speak other Indo-European languages	0	0.0%
Speak Asian and Pacific Island languages	1,527	1.3%
Speak other languages	0	0.0%
Not in labor force:	3,309	2.8%
Speak only English	1,774	1.5%
Speak Spanish	66	0.1%
Speak other Indo-European languages	0	0.0%
Speak Asian and Pacific Island languages	1,469	1.2%
Speak other languages	0	0.0%
High school graduate (includes equivalency):	37,004	31.0%
In labor force:	22,261	18.7%
Speak only English	16,463	13.8%
Speak Spanish	658	0.6%
Speak other Indo-European languages	28	0.0%
Speak Asian and Pacific Island languages	5,065	4.2%
Speak other languages	47	0.0%
Not in labor force:	14,743	12.4%
Speak only English	10,908	9.1%
Speak Spanish	280	0.2%
Speak other Indo-European languages	140	0.1%
Speak Asian and Pacific Island languages	3,125	2.6%
Speak other languages	290	0.2%

Category	Estimate	Percent of Population over 25
Population over 25	119,360	—
Some college or associate's degree:	32,625	27.3%
In labor force:	21,354	17.9%
Speak only English	15,831	13.3%
Speak Spanish	517	0.4%
Speak other Indo-European languages	181	0.2%
Speak Asian and Pacific Island languages	4,724	4.0%
Speak other languages	101	0.1%
Not in labor force:	11,271	9.4%
Speak only English	9,347	7.8%
Speak Spanish	317	0.3%
Speak other Indo-European languages	123	0.1%
Speak Asian and Pacific Island languages	1,484	1.2%
Speak other languages	0	0.0%
Bachelor's degree or higher:	42,338	35.5%
In labor force:	27,337	22.9%
Speak only English	22,333	18.7%
Speak Spanish	1,386	1.2%
Speak other Indo-European languages	510	0.4%
Speak Asian and Pacific Island languages	2,943	2.5%
Speak other languages	165	0.1%
Not in labor force:	15,001	12.6%
Speak only English	12,181	10.2%
Speak Spanish	1,131	0.9%
Speak other Indo-European languages	125	0.1%
Speak Asian and Pacific Island languages	1,495	1.3%
Speak other languages	69	0.1%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B16010, 2024, https://data.census.gov/table/ACSDT1Y2024.B16010?q=B16010

*** Note that the Kauai Data table was unavailable.*

Native Hawaiians and Other Pacific Islanders

(Table 1.77 to 1.78)

Data on Native Hawaiians and Other Pacific Islanders (NHOPI) are reported by the U.S. Census Bureau using combined racial categories, which limits the ability to fully disaggregate outcomes specific to Native Hawaiians alone. Nevertheless, available 2024 American Community Survey data provide important insight into the educational attainment and labor market participation of this population statewide and within Honolulu County.

Statewide, an estimated 261,914 individuals identifying as Polynesian alone or in combination, including 237,231 identifying as Native Hawaiian alone or in combination, were age 16 and over in 2024. Labor force participation among this population was relatively strong, with approximately 65 percent participating in the labor force and nearly 61 percent employed. The unemployment rate ranged from 4.8 to 4.9 percent, reflecting moderate labor market attachment compared to statewide averages.

Educational attainment among Native Hawaiians and Other Pacific Islanders has improved over time. Among individuals age 25 and over statewide, approximately 94 percent had attained at least a high school diploma or equivalent. High school graduates accounted for just over 40 percent of the population, while an additional 30 percent had some college or an associate's degree. Approximately 22 percent held a bachelor's degree or higher, including about 7 to 8 percent with a graduate or professional degree. Educational attainment was higher among females than males, particularly at the bachelor's degree level and above.

Honolulu County is home to the majority of the state's Native Hawaiian and Other Pacific Islander population. In 2024, approximately 169,333 individuals identifying as Polynesian alone or in combination, including 148,042 Native Hawaiians alone or in combination, were age 16 and over in Honolulu County. Labor force participation rates were similar to statewide levels, with approximately 65 percent participating in the labor force and unemployment rates between 3.7 and 3.8 percent. Female labor force participation was slightly lower than overall participation, though unemployment among females remained low.

Educational attainment patterns in Honolulu County closely mirrored statewide trends but were slightly higher at the postsecondary level. Approximately 95 percent of adults age 25 and over had completed high school or higher, and about one-quarter held a bachelor's degree or higher. As seen statewide, females were more likely than males to have attained a bachelor's degree or higher.

Overall, the data indicate that Native Hawaiians and Other Pacific Islanders participate actively in Hawai'i's labor market and have achieved high levels of high school completion, with a growing share attaining postsecondary education. While unemployment rates remain moderate, continued attention to education and training pathways, workforce participation, and access to employment opportunities remain important to support long-term labor market stability and advancement for

this population.

Table 1.77 Educational Attainment and Employment Status of Native Hawaiian and Pacific Islanders, State of Hawaii, 2024

Category	Estimate Polynesian Alone or in any Combination	Estimate Native Hawaiian Alone or in any Combination
Educational Attainment	—	—
Population 25 years and over	218,145	197,543
Less than high school diploma	6.00%	6.00%
High school graduate (includes equivalency)	42.10%	41.60%
Some college or associate's degree	30.10%	30.40%
Bachelor's degree	14.30%	14.30%
Graduate or professional degree	7.50%	7.70%
High school graduate or higher	94.00%	94.00%
Male, high school graduate or higher	92.40%	92.40%
Female, high school graduate or higher	95.50%	95.50%
Bachelor's degree or higher	21.80%	21.90%
Male, bachelor's degree or higher	17.30%	18.00%
Female, bachelor's degree or higher	26.30%	25.70%
Employment Status	—	—
Population 16 years and over	261,914	237,231
In labor force	65.40%	64.60%
Civilian labor force	64.50%	63.80%
Employed	61.40%	60.70%
Unemployed	3.20%	3.10%
Unemployment Rate	4.90%	4.80%
Armed Forces	0.80%	0.80%
Not in labor force	34.60%	35.40%
Females 16 years and over	131,007	119,889
In labor force	63.90%	63.10%
Civilian labor force	63.60%	62.80%
Employed	61.30%	60.60%
Unemployed	2.30%	2.20%
Unemployment Rate	3.60%	3.50%

Source: U.S. Census Bureau, American Community Survey, ACS 1-Year Estimates Selected Population Profiles, Table S0201, 2024,

https://data.census.gov/table/ACSSPP1Y2024.S0201?q=S0201

Table 1.78 Educational Attainment and Employment Status of Native Hawaiian and Pacific Islanders, Honolulu County, 2024

Category	Estimate Polynesian Alone or in any Combination	Estimate Native Hawaiian Alone or in any combination
Educational Attainment	—	—
Population 25 years and over	140,856	123,091
Less than high school diploma	5.40%	5.30%
High school graduate (includes equivalency)	40.30%	39.80%
Some college or associate's degree	29.50%	29.80%
Bachelor's degree	15.70%	15.60%
Graduate or professional degree	9.10%	9.50%
High school graduate or higher	94.60%	94.70%
Male, high school graduate or higher	93.70%	94.00%
Female, high school graduate or higher	95.40%	95.40%
Bachelor's degree or higher	24.70%	25.10%
Male, bachelor's degree or higher	20.60%	22.20%
Female, bachelor's degree or higher	28.80%	27.80%
Employment Status	—	—
Population 16 years and over	169,333	148,042
In labor force	65.90%	64.90%
Civilian labor force	64.60%	63.60%
Employed	62.10%	61.20%
Unemployed	2.50%	2.40%
Unemployment Rate	3.80%	3.70%
Armed Forces	1.30%	1.20%
Not in labor force	34.10%	35.10%
Females 16 years and over	84,786	75,038
In labor force	63.20%	62.00%
Civilian labor force	62.70%	61.50%
Employed	61.10%	59.80%
Unemployed	1.60%	1.70%
Unemployment Rate	2.60%	2.70%

Source: U.S. Census Bureau, American Community Survey, ACS 1-Year Estimates Selected Population Profiles, Table S0201, 2024, https://data.census.gov/table/ACSSPP1Y2024.S0201?q=S0201

Note: County level data for Hawaii, Maui and Kauai, are not available.

Individuals Below the Poverty Level

(Tables 1.79 and 1.80)

Recent American Community Survey data indicate that individuals living below the poverty level continue to represent a meaningful portion of Hawai‘i’s population and face distinct labor market challenges.

In 2024, approximately 140,840 residents statewide were living below the poverty threshold, representing 10.0 percent of the population for whom poverty status was determined. While a share of this population participates in the labor force, employment outcomes differ substantially from those of the overall population.

Statewide, individuals living below poverty level accounted for about 5.1 percent of the civilian labor force age 16 and over. Among those in the labor force, unemployment was high at 27.2 percent. Work experience patterns further illustrate economic instability: nearly one-fifth of individuals below poverty level did not work during the previous 12 months, while an additional 11.5 percent worked part-time or part-year. Only a small proportion, 1.8 percent, worked full-time, year-round. These patterns point to limited access to stable employment for many individuals living below poverty level.

Educational attainment is strongly associated with poverty status. Among adults age 25 and over living below poverty level statewide, nearly 19 percent had not completed high school, and another 13.5 percent held only a high school diploma or equivalent. In contrast, individuals with some college education, an associate’s degree, or a bachelor’s degree or higher were progressively less likely to be living below the poverty threshold, highlighting the protective effect of postsecondary education.

County-level data show notable variation in poverty rates and labor market outcomes. Honolulu County reported a poverty rate of 8.8 percent, below the statewide average. Individuals living below poverty level in Honolulu County had modest labor force participation, and unemployment among those in the labor force remained elevated at 23.2 percent. Educational attainment patterns were similar to statewide trends, with lower poverty prevalence among individuals with postsecondary education.

Hawai‘i County experienced the highest poverty rate among the counties at 16.7 percent. Individuals living below poverty level in Hawai‘i County were more likely to participate in the labor force than the statewide average; however, unemployment among this group was particularly high at 33.5 percent. A sizable share of low-income individuals did not work during the year, and educational attainment levels indicate that poverty affected individuals across all education categories, including those with college degrees.

Maui County reported a poverty rate of 9.7 percent, close to the statewide average. Labor force participation among individuals living below poverty level was higher than in most counties, yet unemployment among those in the labor force was the highest statewide at 38.2 percent. Work

experience data show that many low-income individuals in Maui County experienced intermittent employment or did not work during the year. Educational attainment among this population was mixed, with relatively lower shares lacking a high school diploma and a higher proportion holding bachelor's degrees compared to some other counties.

Kauai County recorded the lowest poverty rate statewide at 7.4 percent. Individuals living below poverty level in Kauai County had the smallest share participating in the labor force, though unemployment among those in the labor force was lower than in other counties. A smaller proportion of low-income individuals in Kauai County did not work during the year. Educational attainment among individuals below poverty level was generally lower at the postsecondary level compared to other counties.

Overall, the data show that individuals living below the poverty level in Hawai'i experience substantially weaker labor market outcomes, characterized by high unemployment, limited full-time employment, and lower educational attainment. These conditions underscore the importance of workforce strategies that support access to education, skills development, and stable employment opportunities to improve economic security and labor market attachment.

Table 1.79 Employment Status, Work Experience, Educational Attainment of Individuals Below the Poverty Level, State of Hawaii, 2024

Category	Total Estimate	Below Poverty Level Estimate	Percent Below Poverty Level Estimate
Population for whom poverty status is determined	1,410,318	140,840	10.00%
Educational Attainment	—	—	—
Population 25 years and over	1,023,763	93,886	9.2%
Less than high school graduate	64,426	12,151	18.9%
High school graduate (includes equivalency)	276,042	37,350	13.5%
Some college, associate's degree	294,072	23,657	8.0%
Bachelor's degree or higher	389,223	20,728	5.3%
Employment Status	—	—	—
Civilian labor force 16 years and over	705,502	35,829	5.1%
Employed	681,704	29,354	4.3%
Male	343,084	12,206	3.6%
Female	338,620	17,148	5.1%
Unemployed	23,798	6,475	27.2%
Male	13,534	3,200	23.6%
Female	10,264	3,275	31.9%
Work Experience	—	—	—
Population 16 years and over	1,154,386	111,609	9.7%
Worked full-time, year-round in the past 12 months	526,580	9,490	1.8%
Worked part-time or part-year in the past 12 months	233,578	26,829	11.5%
Did not work	394,228	75,290	19.1%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1701, 2024, https://data.census.gov/table/ACSST1Y2024.S1701?q=S1701

Table 1.80 Employment Status, Work Experience, Educational Attainment of Individuals Below Poverty Level, Honolulu County, 2024

Category	Total Estimate	Below Poverty Level Estimate	Percent Below Poverty Level Estimate
Population for whom poverty status is determined	968,267	85,190	8.8%
Educational Attainment	—	—	—
Population 25 years and over	700,725	700,725	8.0%
Less than high school graduate	45,064	45,064	19.1%
High school graduate (includes equivalency)	176,523	176,523	12.5%
Some college, associate's degree	195,606	195,606	6.5%
Bachelor's degree or higher	283,532	283,532	4.4%
Employment Status	—	—	—
Civilian labor force 16 years and over	483,543	483,543	4.5%
Employed	468,298	468,298	3.9%
Male	237,576	237,576	3.4%
Female	230,722	230,722	4.4%
Unemployed	15,245	15,245	23.2%
Male	8,563	8,563	21.7%
Female	6,682	6,682	25.2%
Work Experience	—	—	—
Population 16 years and over	791,412	791,412	8.6%
Worked full-time, year-round in the past 12 months	381,766	381,766	1.4%
Worked part-time or part-year in the past 12 months	147,732	147,732	11.2%
Did not work	261,914	261,914	17.7%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1701, 2024, https://data.census.gov/table/ACSST1Y2024.S1701?q=S1701

Table 1.80 Employment Status, Work Experience, Educational Attainment of Individuals Below Poverty Level, Hawaii County, 2024

Category	Total Estimate	Below Poverty Level Estimate	Percent Below Poverty Level Estimate
Population for whom poverty status is determined	968,267	85,190	8.8%
Educational Attainment	—	—	—
Population 25 years and over	700,725	700,725	8.0%
Less than high school graduate	45,064	45,064	19.1%
High school graduate (includes equivalency)	176,523	176,523	12.5%
Some college, associate's degree	195,606	195,606	6.5%
Bachelor's degree or higher	283,532	283,532	4.4%
Employment Status	—	—	—
Civilian labor force 16 years and over	483,543	483,543	4.5%
Employed	468,298	468,298	3.9%
Male	237,576	237,576	3.4%
Female	230,722	230,722	4.4%
Unemployed	15,245	15,245	23.2%
Male	8,563	8,563	21.7%
Female	6,682	6,682	25.2%
Work Experience	—	—	—
Population 16 years and over	791,412	791,412	8.6%
Worked full-time, year-round in the past 12 months	381,766	381,766	1.4%
Worked part-time or part-year in the past 12 months	147,732	147,732	11.2%
Did not work	261,914	261,914	17.7%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1701, 2024, https://data.census.gov/table/ACSST1Y2024.S1701?q=S1701

Table 1.82 Employment Status, Work Experience, Educational Attainment of Individuals Below Poverty Level, Maui County, 2024

Category	Total Estimate	Below Poverty Level Estimate	Percent Below Poverty Level Estimate
Population for whom poverty status is determined	161,712	15,648	9.7%
Educational Attainment	—	—	—
Population 25 years and over	118,201	11,735	9.9%
Less than high school graduate	7,362	546	7.4%
High school graduate (includes equivalency)	36,205	4,986	13.8%
Some college, associate's degree	32,399	3,527	10.9%
Bachelor's degree or higher	42,235	2,676	6.3%
Employment Status	—	—	—
Civilian labor force 16 years and over	84,696	4,417	5.2%
Employed	81,547	3,213	3.9%
Male	42,791	1,242	2.9%
Female	38,756	1,971	5.1%
Unemployed	3,149	1,204	38.2%
Male	1,393	600	43.1%
Female	1,756	604	34.4%
Work Experience	—	—	—
Population 16 years and over	132,650	12,583	9.5%
Worked full-time, year-round in the past 12 months	57,253	699	1.2%
Worked part-time or part-year in the past 12 months	30,468	3,043	10.0%
Did not work	44,929	8,841	19.7%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1701, 2024, https://data.census.gov/table/ACSST1Y2024.S1701?q=S1701

Table 1.83 Employment Status, Work Experience, Educational Attainment of Individuals Below Poverty Level, Kauai County, 2024

Category	Total Estimate	Below Poverty Level Estimate	Percent Below Poverty Level Estimate
Population for whom poverty status is determined	73,147	5,449	7.4%
Educational Attainment	—	—	—
Population 25 years and over	53,091	3,733	7.0%
Less than high school graduate	2,815	0	0.0%
High school graduate (includes equivalency)	16,764	1,788	10.7%
Some college, associate's degree	18,836	1,456	7.7%
Bachelor's degree or higher	14,676	489	3.3%
Employment Status	—	—	—
Civilian labor force 16 years and over	42,475	1,645	3.9%
Employed	41,245	1,315	3.2%
Male	19,492	166	0.9%
Female	21,753	1,149	5.3%
Unemployed	1,230	330	26.8%
Male	801	0	0.0%
Female	429	330	76.9%
Work Experience	—	—	—
Population 16 years and over	60,083	4,035	6.7%
Worked full-time, year-round in the past 12 months	25,271	726	2.9%
Worked part-time or part-year in the past 12 months	17,597	771	4.4%
Did not work	17,215	2,538	14.7%

Source: U.S. Census Bureau. American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1701, 2024, https://data.census.gov/table/ACSST1Y2024.S1701?q=S1701

Homeless Individuals

The 2024 Homeless Point in Time (PIT) Count provides insight into long-term trends in homelessness across Hawai‘i. When compared to 2017, the total number of individuals experiencing homelessness statewide declined from 7,220 to 6,388, representing an overall decrease of 11.5 percent. This reduction was driven primarily by a substantial decline in sheltered homelessness, which fell by 31.4 percent, while unsheltered homelessness increased by 6.3 percent over the same period.

Honolulu County, which continues to account for the majority of the state’s homeless population, recorded a 6.5 percent decline in total homelessness between 2017 and 2024. Sheltered homelessness decreased significantly by 34.4 percent; however, unsheltered homelessness increased by 19.0 percent, indicating a shift in the composition of the homeless population rather than a uniform reduction.

Hawai‘i County experienced a modest overall decline of 3.3 percent in total homelessness. Both sheltered and unsheltered homelessness decreased, by 30.5 percent and 22.3 percent respectively, suggesting broad-based reductions across housing types. Maui County also reported a decrease in total homelessness of 3.4 percent, with particularly strong progress in reducing unsheltered homelessness, which declined by 43.1 percent. Sheltered homelessness in Maui decreased by 6.6 percent.

Kauai County was the only county to experience an increase in total homelessness, rising from 412 individuals in 2017 to 523 in 2024. While sheltered homelessness declined sharply by 48.7 percent, unsheltered homelessness increased by 56.2 percent, indicating growing challenges related to housing access and service capacity on the island.

Overall, the PIT data indicate that while Hawai‘i has made progress in reducing total homelessness since 2017, gains have been uneven across counties and housing types. Declines in sheltered homelessness have often been offset by increases in unsheltered populations, particularly in Honolulu and Kauai Counties. These trends underscore the need for continued coordination between housing, workforce, and supportive service systems, especially for individuals facing persistent barriers to stable housing and employment.

Table 1.84 Homeless Point in Time Count, 2024

State/County	2017 Count Total	2024 Count Total	Percent Change	2017 Sheltered	2024 Sheltered	Percent Change Sheltered	2017 Unsheltered	2024 Unsheltered	Percent Change Unsheltered
State of Hawaii	7220	6388	-11.5%	3420	2347	-31.4%	3800	4041	6.3%
Honolulu County	4959	4493	-6.5%	2635	1728	-34.4%	2324	2765	19.0%
Hawaii County	953	718	-3.3%	275	191	-30.5%	678	527	-22.3%
Maui County	896	654	-3.4%	395	369	-6.6%	501	285	-43.1%
Kauai County	412	523	1.5%	115	59	-48.7%	297	464	56.2%

Source: 2017 Bridging the Gap and Partners in Care, C. Peraro Consulting, LLC, 2017 Statewide Point-In-Time Count, May 2017; Bridging the Gap CoC Homeless Point-in-Time Count, January 22, 2024, Ka Mana O Na Helu.

Migrant and Seasonal Farmworkers

(Table 1.85)

According to the U.S. Department of Agriculture's 2023 Census of Agriculture, Hawai'i had an estimated 694 migrant farmworkers statewide. The majority of migrant farmworkers were concentrated in Hawai'i County, which accounted for approximately 60 percent (419 workers) of the total.

Kauai County represented about 19 percent (129 workers), followed by Maui County with nearly 17 percent (117 workers). Honolulu County accounted for a small share, with 29 migrant farm workers, or about 4 percent of the statewide total.

Statewide, Hawai'i reported 9,593 hired farm laborers in 2023, in addition to 6,104 unpaid farm laborers. Of the migrant farm workers identified, 540 were included among hired workers, while 154 were classified as exclusively contract labor. Hawai'i County also reported the highest levels of hired and unpaid farm labor overall, reflecting its continued role as the state's primary agricultural center.

The geographic concentration of migrant and seasonal farmworkers highlights the importance of targeted workforce and support services in rural and agricultural regions, particularly in Hawai'i, Kauai, and Maui Counties. These workers often face unique employment challenges related to housing stability, transportation, access to health care, and language barriers.

Continued coordination among workforce, agricultural, and community partners remains critical to ensure that migrant and seasonal farm workers have access to employment services, training opportunities, and supportive resources under WIOA and related programs.

Table 1.85 Migrant 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

Source: U.S. Department of Agriculture Census of Agriculture, Hawaii State and County Data, Volume 1, Geographic Area Series, Part 11, Issued February 2024, https://farmflavor.com/hawaii/hawaii-crops-livestock/top-hawaii-agriculture-facts/

Education and Work Experience Level of Potential Candidates

(Table 1.86)

Data from HireNet Hawai‘i, summarized through Hawai‘i Workforce Infonet (HIWI), provide insight into the educational profile of jobseekers actively posting résumés and the education requirements listed in online job postings. Comparing these two distributions helps identify potential skills mismatches in the labor market, though it does not capture the full picture, as most advertised job openings do not specify minimum education requirements.

As of February 2026, the largest share of potential candidates held a high school diploma or equivalent (31.5 percent), followed by individuals with a bachelor’s degree (24.4 percent), associate’s degree (9.1 percent), or a master’s degree (9.6 percent). Smaller shares of candidates held vocational certificates, partial college education, or doctoral and specialized degrees. By contrast, more than 92 percent of online job postings did not specify an education requirement, limiting direct alignment between candidate qualifications and employer expectations.

Among postings that did list education requirements, demand was relatively modest across all levels. There were 971 job postings requiring a high school diploma compared to 3,542 jobseekers with that credential. Bachelor’s degree requirements appeared in 374 postings, while 2,745 candidates reported holding a bachelor’s degree. Associate’s degree requirements were listed in only 92 postings, compared to more than 1,000 associate degree holders actively seeking employment. Advanced degree requirements were rare, with fewer than 60 postings combined for master’s, doctoral, and specialized degrees.

Overall, the data indicates a clear imbalance between the educational qualifications of potential candidates and the education requirements explicitly stated in online job postings. While this does

not necessarily indicate that many employers may not formally specify education requirements, it highlights the limitations of education-based matching alone and underscores the importance of skills-based hiring, work experience, and credential transparency.

These findings reinforce the need for workforce strategies that support clearer employer signaling of skill requirements, expanded use of skills-based hiring practices, and improved alignment between training programs and labor market demand.

Table 1.86 Education Level of Potential Candidates, State of Hawaii, February 2026

Education Level	Education Level of Potential Candidate	Percent Distribution	Education Requirements on Advertised Job Openings	Percent Distribution
No Minimum Education Requirement	0	N/A	80	0.38%
Less than High School	227	2.0%	0	N/A
High School Diploma or Equivalent	3,542	31.5%	971	4.64%
1 Year of College or a Technical or Vocational School	573	5.1%	3	0.01%
2 Years of College or a Technical or Vocational School	687	6.1%	2	0.01%
3 Years of College or a Technical or Vocational School	313	2.8%	0	N/A
Vocational School Certificate	734	6.5%	9	0.04%
Associate's Degree	1,024	9.1%	92	0.44%
Bachelor's Degree	2,745	24.4%	374	1.79%
Master's Degree	1,078	9.6%	29	0.14%
Doctorate Degree	239	2.1%	23	0.11%
Specialized Degree (e.g. MD, DDS)	80	0.7%	6	0.03%
Not Specified	0	N/A	19,329	92.40%

Source: HirenetHawaii.com; Job Source: Online advertised jobs data; Candidate source: Resumes of individuals active in workforce system over the past 12 months.

Work Experience of Potential Candidates and Job Openings

(Table 1.87)

Data from the HIWI website and HireNet Hawai‘i highlight a significant mismatch between the work experience of potential job candidates and the experience requirements of online job openings.

As of February 2026, the vast majority of advertised job openings in Hawai‘i were concentrated at the lower end of experience requirements, while the pool of available candidates was heavily weighted toward individuals with substantial work experience.

Nearly 98 percent of online job openings require only one to two years of work experience.

However, only 513 potential candidates, representing 4.6 percent of the candidate pool, reported experience in this range. In contrast, more than half of all potential candidates, 57.2 percent, reported having more than ten years of work experience, while an additional 19.1 percent reported five to ten years of experience. Combined, over three-quarters of candidates had more than five years of experience, yet fewer than 0.1 percent of job openings required that level of experience.

At the entry and early-career levels, the imbalance was also evident. Job openings requiring less than one year of experience accounted for just over 1 percent of postings, while candidates with less than one year of experience represented 7.0 percent of the candidate pool. No candidates were categorized as entry level, despite a small share of postings falling into that category.

Overall, the data suggest that Hawai‘i’s labor market is characterized by a substantial experience mismatch, with many jobseekers possessing more experience than is required for the majority of available openings. This pattern may indicate underutilization of experienced workers, potential overqualification among jobseekers, and limited availability of mid- to senior-level positions in online postings. These dynamics underscore the importance of employer engagement, career pathway development, and job matching strategies that better align candidate experience with job requirements, as well as efforts to encourage employers to recognize and utilize transferable skills among experienced workers.

Table 1.87 Work Experience of Potential Candidates, Hawaii, February 2026

Experience	Percentage of Job Openings	Potential Candidates	Percentage of Potential Candidates
Entry Level	0.69%	0	N/A
Less than 1 year	0.52%	786	7.0%
1 Year to 2 Years	97.80%	513	4.6%
2 Years to 5 Years	0.89%	1,362	12.1%
5 Years to 10 Years	0.06%	2,148	19.1%
More than 10 Years	0.03%	6,434	57.2%

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.

Areas of Opportunity for Meeting Hiring, Education, and Skills Needs Relative to Labor Force Assets

Hawai‘i’s economy continues to experience uneven recovery and structural change across industries, counties, and population groups. While labor demand remains strong in health care, construction, transportation, logistics, and select service sectors, labor force participation, skills alignment, and access to stable employment vary significantly by region and demographic group.

This analysis examines current economic demand alongside the assets and constraints of Hawai‘i’s labor force and identifies opportunities to strengthen hiring practices, education pathways, and

workforce participation.

Underpinning this analysis is Hawai‘i’s **Generational Commitment**, a long-term workforce strategy designed to ensure that residents can learn, work, live, and belong in Hawai‘i across the life course.

Rather than pursuing short-term labor market fixes alone, the State is seeking to align workforce, education, and supportive service systems to produce durable outcomes that support economic stability, community resilience, and the goal of ensuring that Hawaii’s future generations can afford to live comfortably and raise a family in Hawaii.

Health Care Workforce Expansion and an Aging Population

Health care and Social Assistance remain one of the fastest-growing employment sectors statewide and across all counties. Between 2014 and 2024, health care employment increased by more than 13 percent statewide, with comparable growth in Honolulu County and even higher growth in neighbor island counties such as Maui and Hawai‘i County. This demand coincides with Hawai‘i’s aging population, where individuals age 65 and over now account for more than 21 percent of residents statewide.

How can we meet the goal of supporting our aging population? Where will we get the workforce to provide long-term care?

Educational attainment data indicate that while 37.8 percent of adults statewide hold a bachelor’s degree or higher, attainment is lower in the neighbor islands such as Hawai‘i County (32.0 percent) and Kauai County (27.8 percent). At the same time, high school completion exceeds 93 percent across all counties. These patterns support a long-term workforce strategy to expand stackable credentials, short-term training, and earn-and-learn pathways in health care occupations that do not require four-year degrees, particularly in rural and neighbor island communities where shortages are most acute. The implementation of the Workforce Pell grant to support a health care pathway should be further explored.

This approach strengthens the learn-to-work continuum while enabling residents to remain in their home communities, supporting both workforce supply and long-term population stability.

Skills Alignment and the Limits of Credential-Based Matching

HireNet Hawai‘i data highlight persistent misalignment between jobseeker qualifications and employer-stated requirements. As of February 2026, more than 56 percent of potential candidates reported having over ten years of work experience, while only 0.03 percent of online job postings required that level of experience. Conversely, nearly 98 percent of postings required only one to two years of experience, yet fewer than 5 percent of candidates reported experience in that range.

A similar mismatch appears in educational requirements. More than 65 percent of jobseekers hold at least a high school diploma, associate degree, or bachelor’s degree, while over 92 percent of job postings do not specify a minimum education requirement. These data indicate that Hawai‘i’s workforce challenge is **not a lack of capable workers**, but inefficiencies in how skills, experience, and credentials are signaled and matched.

Addressing this gap is central to the Generational Commitment. Advancing skills-based hiring, improving employer articulation of competencies, and strengthening credential transparency allow workers to progress over time rather than cycle through short-term placements. This supports not only immediate employment outcomes, but long-term career mobility and retention in Hawai‘i.

Workforce Participation Gaps and Underutilized Labor Pools

Despite low unemployment, labor force participation in Hawai‘i remains below national levels and has not fully recovered from the pandemic. Statewide participation stood at approximately 59 percent in 2024, compared to national rates closer to 62–63 percent, with even lower participation in Hawai‘i County and Maui County.

Several populations remain underutilized despite possessing meaningful labor market assets. Only 23 percent of residents age 65 and over reported working in the past year, even though roughly 40 percent hold at least some college education or higher. Individuals living below the poverty level experience unemployment rates exceeding 27 percent statewide and more than 33 percent in Hawai‘i County. Foreign-born residents participate in the labor force at rates exceeding 64 percent statewide, yet more than half report limited English proficiency. Native Hawaiians and Other Pacific Islanders demonstrate strong high school completion rates above 94 percent but lower bachelor’s degree attainment at approximately 22 percent statewide.

These data points to the need for targeted, sustained supports—including flexible scheduling, language access, culturally responsive programming, and coordinated supportive services—that enable individuals not only to enter the workforce, but to remain attached to it over time. This reflects the work-to-live- belong dimensions of the Generational Commitment, recognizing that stable employment is inseparable from community, culture, and quality of life.

Construction, Infrastructure, and Clean Energy Career Pathways

Construction and infrastructure-related industries have experienced sustained growth across counties. From 2014 to 2024, construction employment increased by nearly 18 percent statewide and by more than 25 percent in Hawai‘i County, with strong growth also observed in Maui and Kauai.

Work experience and education data indicate that many residents possess transferable skills suited for skilled trades but lack industry-recognized credentials. Registered apprenticeships, pre-apprenticeships, and short-term credential programs aligned with construction, infrastructure, and clean energy projects offer a high-impact opportunity to connect low-income individuals, displaced workers, and rural residents to stable, middle-wage employment.

These pathways reinforce long-term learn-and-earn models that anchor workers to local economies and support intergenerational workforce continuity as infrastructure and clean energy investments expand.

Addressing Poverty, Housing Instability, and Employment Barriers

Poverty remains a significant constraint on workforce participation and employment stability. As earlier stated, according to 2024 data, 10 percent of Hawai‘i’s population lived below the poverty level, with rates reaching 16.7 percent in Hawai‘i County. Among individuals living in poverty statewide, fewer than 2 percent worked full-time, year-round, while nearly one in five did not work

at all in the past year. Unemployment among low-income individuals exceeded 38 percent in Maui County and 33 percent in Hawai‘i County.

Homelessness further compounds these challenges. While total homelessness declined statewide since 2017, unsheltered homelessness increased in Honolulu and Kauai Counties. These conditions underscore that workforce outcomes cannot be sustained without parallel investments in housing stability, transportation, childcare, and income support.

A generational workforce strategy requires integrated systems that recognize employment as part of a broader ecosystem enabling individuals and families to remain housed, connected, and economically secure in Hawai‘i.

Education-to-Employment Alignment and Industry Partnerships

Although Hawai‘i’s adult population demonstrates relatively high educational attainment overall, younger cohorts and neighbor island counties show lower bachelor’s degree completion and uneven postsecondary engagement. Bachelor’s degree attainment among adults ages 25 to 34 remains below 30 percent in Hawai‘i County and Kauai County, compared to nearly 40 percent in Honolulu County.

Strengthening alignment between education providers and employers through work-based learning, internships, and industry-informed curriculum ensures that education investments translate into workforce readiness and career progression. This alignment is especially critical in sectors undergoing rapid transformation, including health care, logistics, clean energy, and technology-enabled services.

These strategies reinforce the “learn-to-work-to-thrive- to-belong” continuum by creating visible, attainable pathways that encourage young people to remain in Hawai‘i and build their futures locally.

Strategic Multi-Sector Collaboration and System Integration

The complexity of Hawai‘i’s workforce challenges require coordinated action across public agencies, education systems, employers, and community-based organizations. County-level variation in labor force participation, educational attainment, poverty, and industry composition highlights the importance of place-based strategies aligned with statewide priorities.

Improved data sharing, coordinated funding, and integrated service delivery across WIOA core and partner programs offer a significant opportunity to improve outcomes and maximize the long-term impact of workforce investments.

Conclusion: A Long-Term Workforce Strategy for Hawai‘i’s Future

Hawai‘i’s labor force possesses strong educational foundations, extensive work experience, and deep cultural plurality. The challenge is not a lack of capable workers, but persistent structural barriers related to skills signaling, credential alignment, workforce participation, and access to supportive services.

By advancing skills-based hiring, expanding career pathways in high-growth sectors, strengthening education-to-employment alignment, and integrating workforce strategies with housing and community supports, Hawai‘i is operationalizing a **Generational Commitment** that looks beyond

short-term placement outcomes.

This long-term approach supports the State's ability to meet employer demand today while ensuring that future generations can **learn, work, thrive, and belong** in Hawai'i: sustaining both economic vitality and community continuity over time.

D. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

The Unified 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—

THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

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

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

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

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.

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

Capacity to Provide Services:

Title I services: Adult, Dislocated Worker and Youth Programs are provided at each of the AJCs in the local areas. 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 was held in 2024 for a total of $2.3 million in AEFLA funds. The local programs that received the monies are the McKinley Community School for Adults and Waipahu Community School for Adults. Both providers operate satellite sites across multiple islands to provide AEFLA related services. The funding will help to support programs from 2024-2028.

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 post release 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 for longer than one year. Hawaii has three prisons; all located on the island of Oahu.

Title II Strengths and Weaknesses

Strengths

- AEFLA programs continue to serve growing communities in need of literacy and workforce development support. The state programs assist 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. An example would be our corrections programs and issues with prison assignments and frequent changes of facilities.
- Activities may require additional non-academic and academic support for participants to complete successfully.

Capacity To Provide Services

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 – Workforce Development Branch.

The HIDOE used a competitive four-year grant award process, and the next cycle will begin in 2028. Before the end of the cycle, HIDOE will begin the award process in 2027 and 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
- Alignment of College and Career Readiness Standards
- Alignment 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 HIDOE, 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, it 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
- Financial and other support for clients to access the services is a challenge.

Capacity to Provide Services:

Existing structures have the capacity to provide services.

D. Title III Wagner-Peyser

Employment Services Activities

a. Assessment of experience, skills, and interests
b. Career guidance
c. Labor market information
d. Job search workshops
e. Referral to training & other services.
f. Referral of job seekers to job openings include matching job requirements with job seeker experience, skills, and other attributes.
g. Helping employers with special recruitment needs
h. Assisting employers analyze hard-to-fill job orders.
i. Supporting and managing Hawai‘i’s HireNet Hawaii system, the state-sponsored Job Board
j. Federal bonding for at-risk employers
k. Facilitating Federal Tax Credit for hiring offenders, persons with disabilities, and 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

Analysis of Strengths

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

Analysis of Weaknesses

a. Funding levels constrain business outreach and individualized services to customers.
b. Professional development
c. Lack of standard on boarding for new career counselors
d. Inconsistent staffing levels

Capacity to Provide Services**:**

a. Capacity is enlarged because of braided resources with partners such as Adult Ed, VR, TANF, Community Colleges
b. 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:

a. Outreach.
b. Intake.
c. Assessment of skill levels.
d. 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:

a. "E kulia I ka nu`u". We strive to do our best to engage, develop, and work directly and together with the whole individual.

b. 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.

c. 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 one.

d. 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.

e. Welcoming, heartfelt, positive, sincere, caring, and culturally relevant environment for participants to work together with the Team who are passionate in serving our people.

f. An Employment & Training Team who are regularly active and participate in community events.

Areas To Work On:

a. Expand outreach in the communities.

b. 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:

a. "E kulia I ka nu`u". We strive to do our best to engage, develop, and work directly and together with the whole individual.

b. 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.

c. 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.

d. Welcoming, heartfelt, positive, sincere, caring, and culturally relevant environment for participants to work together with the Team who are passionate in serving our people.

e. An Employment & Training Team who are regularly active and participate in community events.

Areas To Work On**:**

a. Expand outreach in the communities.

b. 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.

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 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 existing 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, post-secondary 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.
- Eligibility is required.
- 10 vocational options in addition to college and advanced training at another Job Corps Center
- Job Placement Services provided
- Highly rated among other national centers

Strengths

a. Utilizes career pathways.

b. Many opportunities to obtain industry recognized certification.

c. GED and HI Set diploma program

d. Recreational activities provided.

e. Counseling services provided.

f. Basic Medical, dental, mental health services

g. Open entry/open exit program

h. No cost to the participants

i. 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 Local Veterans Employment Representative and Disabled Veterans Outreach Program Specialists with related Management and Administration staff. All or most 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.

K. Local Veterans' Employment Representative(LVER) Activities:

a) 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.

b) Participates as a member of AJC Business Service Teams or business engagement activities for coordination with AJC staff and partners.

c) 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.

d) Conducts job search workshops in conjunction with employers.

e) Engages job search groups to facilitate access to employers.

f) 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**:**

a. 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).

b. 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.

c. LVER raises awareness among partner and American Job Center staff of priority of service for veterans and how that may be demonstrated.

Weaknesse**s:**

a. 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.

L. Disabled Veterans Outreach Program (DVOP) Activities:

a. 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.

b. DVOPs provide a wide range of workforce services through a case management approach including individualized career service to at least 90% of all clients served.

c. DVOPs partner with counseling staff of the Veterans Administration Vocational Readiness and Employment program and Homeless Veterans Reintegration Program grantees when their veterans who qualify for DVOP services are co-enrolled in JVSG. DVOPs also may co-enroll clients as appropriate from other programs such as WIOA Dislocated Worker programs if they qualify for DVOP services to enable provision of wrap-around services for the client's benefit.

d. 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**:**

a. DVOPs receive extensive training for DVOP duties through National Veterans Training Institute.

b. DVOPs are veterans themselves and can therefore more quickly establish trust and rapport with veteran clients.

Weaknesses:

a. A short supply of qualified jobseekers who are veterans 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.

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

Strengths

a. Provides a customized employment and transitional plan that is created together with the participant, program operator, host agency.

b. Provides meaning work and purpose for eligible participants outside of the home environment, including the continuation of mental, physical and socialization activities.

c. Offers a direct referral to other programs through the American Job Center.

d. Offers workers compensation coverage for all participants.

e. Increases a participant's ability to acquire part-time or full- time unsubsidized employment for self- sufficiency.

f. Offers host agencies the opportunity to give back to the community by taking on a participant for training.

g. Participants offer host agencies much-needed assistance while learning crucial job skills and experience.

h. Can offer employers a pool of skilled workers in entry level to mid-level positions that are relevant to participant's job training plans.

i. 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

a. Individuals have very little to no work experience.

b. Liability – risk of injury is high thus impacting the amount of public and/or non-profit agencies willing to become host agencies.

c. Limited number of slots available for program participants.

d. Digital literacy is a continued challenge for many participants but is necessary for job search skills.

e. Integration into WIOA for core service assessment and co- enrollments.

f. Needs more collaboration with the workforce communities and employers to consider hiring an older worker.

g. Ageism – participants remain longer in the program because employers are more apt to hire younger candidates.

h. 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:

a. Because of the limited funding, the program has an eligibility criteria and priority of enrollment to serve the most in need individuals.

b. Allow 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.

c. Case managers are seasoned in employment services and have a plethora of resources and connections to help the participant succeed.

d. Partnerships with WIOA titles I through V and other partner programs to efficiently deliver services to the public.

e. 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.

f. Has a 10% non-federal match contribution to engage communities to help support the program activities and participants.

g. Allows for collaborations and partnerships to occur with the workforce communities, office of aging, and other providers/agencies that support elderly individuals.

h. Participants are in control of customizing their employment plan based on their interest in a job that they would like to pursue.

N. Temporary Assistance for Needy Families (TANF) Activities:

a. Work Program for families that receive TANF financial assistance benefits.

b. Case Management and counselling services.

Assessments and Develop Employment/Barrier Reduction Plan

Job Placement Services (subsidized & unsubsidized)

a. Job Search Assistance

b. Job Readiness Training

c. Work Experience

d. Education Assistance (ABE, VET, Post-Secondary)

e. Domestic Violence Advocacy and Supportive Services

f. Counseling for temporarily disabled and individuals recovering from substance use disorder.

g. Extended services through POS contracts to provide services that meet TANF Purposes 1 and 2

<u>Strengths</u>

a . Statewide work program with offices in various geographic locations on each island except Lanai and Molokai.

b. TANF recipients who reside on Molokai are serviced by Maui offices.

c. Partnership w/ other state, county, and community-based agencies to provide specific services.

d. Ability to procure broad range of services that meet TANF Purposes 1 & 2 through Individualized case management services

e. 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

f. 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.

g. Assists families with no TANF months remaining but are determined temporarily disabled, experiencing domestic violence crisis, or recovering from substance use disorder

Weaknesses

a. Must be TANF recipient to participate in work program.

b. Must be TANF-eligible to receive procured supportive services (TANF Purposes 1 & 2)

c. Vocational educational activity is limited to 12 months in lifetime.

d. Other educational activities are non-core activities (i.e., ABE, JSK, EDRE)

e. Limited job search, 120 or 180 hours within a 12-month period

f. WDC granted a request to waive TANF co-location.

Capacity to Provide Services:

a. Federal TANF policies provide flexibility for states to design their TANF work program to meet the needs of families in their respective state.

b. Allows for the development of partnerships with other educational and workforce development agencies (public and private).

c. Informed work program participants and case managers of available education and training, employment opportunities, and resources.

d. Able to service TANF recipient families statewide.

e. Limited to 60 TANF months in a family's lifetime.

f. Direct and indirect expenditures incurred 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).

O. Trade Adjustment Assistance (TAA) Programs

Trade Adjustment Assistance (TAA) continued the phase-out termination status in PY 24, a process that began in July 2022. Since that time, no new TAA petitions have been authorized. However, outreach and services may continue for workers who remain eligible under previously approved petitions. Hawai'i received a $100,000 allocation to support outreach, case management, and administrative costs associated with serving eligible workers.

Capacity to Provide Services:

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

P. 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 utilize a customer-centered approach in the design of service provision and in the design of the physical layout. Centers are expected to utilize a functional team approach to serving jobs seekers and employers. Staff at the Center are cross-trained in the partner programs in the Center, utilize a single sign-on system, and 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.

Q. 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.

R. 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 was 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.

S. Unemployment Insurance Claimants:

Most Unemployment Insurance (UI) individuals in Hawai‘i are automatically registered in HireNet Hawai‘i, the state's online platform that provides a range of employment services to job seekers. These services include job search tools and resources for employers to find potential candidates. Registration in HireNet Hawai‘i fulfills the "registration to work" requirements as defined in Act 214 (HB 447 H.D. 1 S.D. 2), which was passed by the State Legislature and signed into law by Governor Josh Green on June 25, 2025, and became effective on July 1, 2025.

All initial UI claimants, except those who are referred by union halls or who are partially unemployed, may be selected for the Reemployment Services and Eligibility Assessment (RESEA) program. RESEA is designed to help claimants return to work quickly and ensure UI program integrity. Priority is given to veterans and individuals most likely to exhaust their benefits, based on data analysis. Once selected, participation is mandatory unless waived due to recent completion of similar services.

RESEA replaced the Reemployment Eligibility and Assessment (REA) program in 2015 and now serves as both a compliance tool and an entry point to Hawai‘i's workforce system. Its goals are to reduce UI duration, strengthen program integrity, align with the Workforce Innovation and Opportunity Act (WIOA), and connect claimants to additional services.
Through orientations and one-on-one sessions, RESEA staff review UI eligibility, verify work search activities, provide labor market information, and develop individualized reemployment plans. Claimants also receive job search assistance, resume and interview support, and access to HireNet Hawai‘i.

RESEA connects participants to a wide range of programs offered through American Job Centers (AJCs), including WIOA-funded training through the Eligible Training Provider List (ETPL), On-the-Job Training (OJT), internships, work experience, and supportive services such as transportation and work-related supplies. Specialized programs like SCSEP, Good Jobs Hawai‘i, and youth initiatives such as Hele Imua are also available.

When needed, RESEA staff refer participants to community resources such as housing assistance, homelessness prevention, food banks, SNAP, Med-QUEST, childcare, Vocational Rehabilitation, adult education programs, cultural programs like Alu Like, FAFSA support, and small business development.

Currently, referrals are made during orientations and interviews, with staff following up by email or

introducing participants to partners in person or by phone. Appointments may be scheduled on-site, and resource materials are provided.

T. 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://careerexplorer.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.

U. Registered Apprenticeship

Registered Apprenticeship continues to play an important role in Hawai‘i’s workforce development strategy by providing paid, work-based learning opportunities that combine classroom instruction with on-the-job training. It’s an “earn and learn” model that lets apprentices start earning wages from day one while building industry-recognized skills. Employers benefit too, with a reliable pipeline of workers trained to meet their needs.

In Program Year 2024, 1,486 apprentices were newly registered or reinstated statewide, mostly in construction trades. During the same period, 480 apprentices completed their programs and earned journey worker status. As of June 30, 2025, Hawai‘i had more than 5,000 registered apprentices across all industries—a strong sign that apprenticeship remains a proven pathway to skilled employment.

Hawai‘i celebrated National Apprenticeship Week with a proclamation from Governor Josh Green and events that showcased opportunities across sectors. Activities included an in-person bus tour of the Hawai‘i Carpenters Apprenticeship Training facility and the Plumbers and Pipefitters Apprenticeship facility, attended by more than 50 participants, including Job Corps students, educators, and workforce partners. A virtual presentation later in the week featured sponsors and partners such as the Hawai‘i Carpenters Apprenticeship and Training Fund, Associated Builders and Contractors Hawai‘i, the Hawai‘i Behavioral Health Training Institute, the University of Hawai‘i at Mānoa, and the U.S. Department of Labor. In all, more than 300 people participated, highlighting apprenticeship as a viable career pathway across multiple industries.

As Hawai‘i’s State Apprenticeship Agency (SAA), the Department of Labor and Industrial Relations (DLIR) oversees all Registered Apprenticeship programs statewide through its Workforce Development Division (WDD). WDD handles the day-to-day responsibilities of the

SAA, including program and apprentice registration, compliance monitoring, and technical assistance. The division also supports the State Apprenticeship Council (SAC) and manages apprenticeship grants awarded to the department. DLIR and WDD rely on the SAC as an advisory body to the DLIR Director on all apprenticeship-related matters. The Council meets quarterly to review proposed revisions to program standards, evaluate new program proposals and recommend approval to the DLIR Director, and address policy, oversight, and quality assurance issues.

To expand apprenticeship beyond traditional construction trades, DLIR has invested in tools that increase awareness and accessibility. During Program Year 2024, DLIR introduced virtual reality headsets at American Job Centers statewide, giving jobseekers a chance to explore apprenticeship opportunities in both construction and non-construction occupations. These tools help people make informed career decisions and broaden participation.

Hawai‘i also continues to leverage federal funding to build statewide capacity and support expansion efforts. Recent grants have supported infrastructure development, technical assistance, and outreach, as well as new programs in education and health care.

One major initiative is the Hawai‘i Teacher Apprenticeship Program, developed in partnership with the Hawai‘i Teacher Standards Board, which creates new pathways for licensed K–12 educators.

Beyond education, Hawai‘i is exploring apprenticeship models in health care and other high-demand sectors. For example, a paid, one-year apprenticeship for pharmacy technicians combines on-the-job training with structured instruction in pharmacy operations, patient safety, and inventory management. When participants finish, they earn a U.S. Department of Labor credential and gain industry-recognized skills that support career advancement. These models show how Registered Apprenticeship can work in non-construction occupations while maintaining rigorous standards and strong employer engagement.

Looking ahead, Hawai‘i plans to work with post-secondary education partners, including the University of Hawai‘i system and the Hawai‘i Community College system, to explore ways apprenticeship can complement existing education and training pathways.

These discussions may include alignment with career and technical education programs, stackable credentials, and work-based learning models that integrate classroom instruction with paid employment. Hawai‘i will continue to take a deliberate, data-informed approach to expansion, focusing on high-demand sectors, equity and access, and alignment with WIOA priorities.

Apprenticeship will remain one part of a broader workforce development strategy that also includes short-term training, industry-recognized credentials, and other flexible work-based learning options.

II.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—

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.

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.

State's North Star or Generational Commitment

By 2045, all people of Hawaii will have a path to a career that enables them to learn, work and thrive in Hawaii and contribute to a vibrant local economy grounded in community values.

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 everyone to succeed."
- Innovation: "We will take reasonable risks and develop creative solutions as economic conditions change.

Strategic Crosswalk: Four Pillars to Generational Commitment Values

Hawai'i's workforce strategy reflects deliberate conceptual refinement rather than directional change. The State's prior Unified Plan organized workforce priorities under four pillars designed to guide system alignment, stakeholder coordination, and investment strategy.

As implementation progressed, stakeholder engagement deepened, and economic conditions evolved, the State recognized the need for a more enduring articulation of workforce objectives — one centered on resident experience, employer needs, and long-term economic resilience.

This evolution produced Hawai'i's Generational Commitment framework:

Learn. Work. Thrive. Belong

The values framework preserves the structural intent of the pillars while expressing them through integrated, outcome-oriented lenses.

Pillar 1 → Alignment with Economic Growth

Evolved Value: Work, Thrive

Original Policy Intent

The Alignment with Economic Growth pillar emphasized the interdependence between workforce

development and economic vitality. It recognized that labor market strategies must support sector expansion, employer competitiveness, and long-term economic sustainability.

Strategic Continuity

This pillar naturally matures into the value of **Thrive**, which extends beyond macroeconomic alignment to include:

- advancement of family-sustaining wage pathways
- productivity enhancement and innovation
- sector resilience and diversification
- long-term worker mobility and economic security

While the pillar focused on system alignment with growth, Thrive captures the ultimate purpose of that alignment: enabling residents and industries to achieve durable economic success.

Pillar 2 → Strengthening Education and Training Alliances

Evolved Value: Learn

Original Policy Intent

The Education and Training Alliances pillar prioritized coordination between workforce programs, educational institutions, and training providers to ensure skills development reflected labor market demand.

Strategic Continuity

This pillar evolves directly into the value of **Learn**, reinforcing:

- lifelong skill acquisition and adaptability
- stackable credential pathways
- work-based learning models
- digital and technological fluency
- alignment with emerging occupational demands

Learn expresses the same system priorities but reframes them through the lens of individual capability development across the life course, reflecting workforce realities shaped by technological change and career mobility needs.

Pillar 3 → Removing Barriers to Employment

Evolved Value: Live, Belong

Original Policy Intent

The Barrier to Employment pillar recognized that workforce participation is unevenly distributed and that many residents face structural barriers to employment, training, and advancement.

Strategic Continuity

This pillar matures into the value of **Belong**, which expands access considerations into a broader workforce stability framework:

- reducing non-skill barriers to participation

• strengthening supportive service coordination
• addressing access constraints tied to geography and cost of living
• supporting workforce attachment and retention

Thrive reflects Hawai'i's recognition that workforce outcomes are inseparable from housing stability, transportation access, caregiving responsibilities, and other lived economic conditions.

This reframing strengthens the policy narrative by situating workforce access within economic participation and sustainability, rather than separate programmatic interventions.

Pillar 4 → Creating Workforce Synergy in the State's Workforce Eco-System

Evolved Values: Work (Primary) + All Values (Structural)

Original Policy Intent

The Workforce Synergy pillar emphasized cross-agency coordination, employer engagement, and system integration to reduce fragmentation and improve service delivery efficiency.

Strategic Continuity

This pillar maps most visibly into the value of **Work**, reflecting:

• labor market efficiency and job matching
• employer engagement and sector strategies
• career mobility pathways
• American Job Center modernization
• competency signaling and skills-based practices

However, Workforce Synergy also functions as a **structural enabler across all four values**, as system coordination is essential to advancing Learn, Live, and Thrive outcomes.

This relationship reflects Hawai'i's matured understanding that workforce integration is not a standalone objective, but a foundational condition supporting all resident and employer outcomes.

Conceptual Significance of Evolution

The Four Pillars established Hawai'i's workforce system architecture: defining coordination priorities, investment logic, and stakeholder roles.

The Generational Commitment Values preserve this architecture while clarifying the State's long-term objectives:

• Pillars described **how the system should align**
• Values describe **what the system seeks to enable**

This refinement produced several advantages:

- strengthens narrative coherence
- improves policy durability across plan cycles
- aligns with WIOA's emphasis on participant outcomes and mobility
- accommodates emerging workforce realities, including AI and automation
- maintains strategic continuity for federal oversight and evaluation

Strategic Goals of Hawai‘i’s Workforce Development System 2026-2028

Guided by the Generational Commitment framework, Hawai‘i advances the following long-term goals:

Goal 1: Strengthen Lifelong Learning and Skills Adaptability

Expand accessible, stackable, and industry-aligned learning pathways enabling residents to continuously acquire relevant competencies.

Goal 2: Improve Job Quality and Workforce Attachment

Support employment outcomes emphasize wage progression, stability, and career mobility rather than short-term placement alone.

Goal 3: Advance Economic Mobility and Sector Resilience

Align workforce investments with industries critical to Hawai‘i’s diversification, productivity, and long-term competitiveness.

Goal 4: Expand Inclusive Workforce Participation

Reduce structural barriers limiting participation among underutilized labor pools through integrated services and targeted supports.

Goal 5: Enable Responsible Technology Adoption

Prepare workers, employers, and public institutions for AI-enabled environments through literacy, governance alignment, and pilot initiatives.

Goal 6: Institutionalize Cross-System Coordination

Reinforce sustained collaboration across workforce, education, economic development, and community systems.

Conclusion: Hawai‘i’s Workforce Horizon

Hawai‘i’s workforce strategy reflects realism without resignation and ambition without abstraction.

The State acknowledges its structural constraints while leveraging its defining strengths: human capital, cultural cohesion, collaborative governance, and adaptive communities.

Workforce development, viewed through a generational lens, becomes more than labor market policy. It has become a mechanism for economic continuity, social stability, and shared prosperity.

The Generational Commitment anchors this long-term direction ensuring Hawai‘i’s residents are equipped not only to work, but to thrive and belong within the State’s evolving economy.

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.

1. 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.)

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

II 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 consider the State's economy, 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)*

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.

Strategies and Tactics Supporting Hawai'i's Generational Commitment

A. Strategies and Tactics for Goal 1 : Strengthen Lifelong Learning and Skills Adaptability

PRIORITY TACTICS

1. **Expand Industry-Aligned, Stackable Credential Pathways**

Rationale

Hawai‘i’s labor market increasingly rewards demonstrable competencies rather than traditional degree attainment alone. Rapid technological change, sector evolution, and workforce mobility constraints require education and training systems that allow workers to acquire, update, and signal skills continuously across the life course.

Action Steps

• WDC, WDD, and education partners will promote development of stackable credential models aligned with in-demand occupations.

• Core partners will coordinate with training providers to prioritize short-term, industry-recognized credentials that support entry and advancement.

• The State will encourage modular training structures that accommodate working learners and incumbent workers.

• Workforce and education agencies will expand work-based learning and competency-based pathways.

2. Support Faster Skill Building and Reskilling

Rationale

Workers often need new skills quickly — whether due to job changes, layoffs, or new technologies. Learning systems must be able to respond at the speed of the labor market.

Action Steps

• Encourage shorter training programs that help individuals gain usable skills in a matter of weeks, not years
• Support training that allows workers to build skills step-by-step instead of committing to long programs all at once
• Promote flexible class formats that work for employed individuals
• Align training options with current employer needs

3. Recognize Existing Skills and Experience

Rationale

Many workers already have valuable skills gained through work, military service, or life experience. These skills should be acknowledged so individuals do not have to relearn what they already know.

Action Steps

• Encourage training providers to award credit for prior knowledge and experience where appropriate
• Promote consistent approaches for evaluating existing skills
• Support pathways that help workers move forward without unnecessary retraining
• Increase awareness of these options among participants

4**. Expand Flexible and Hybrid Learning Options**

Rationale

Hawai‘i’s geography and workforce realities require learning options that are not limited by location or rigid schedules.

Action Steps

• Encourage a mix of in-person and online learning models
• Expand access to training for neighbor island and rural communities
• Support learning formats that accommodate working adults
• Continue prioritizing hands-on instruction where required

5**. Connect Learning More Clearly to Careers**

Rationale

Individuals are more likely to pursue training when they understand how it leads to jobs and wage opportunities.

Action Steps

• Align training programs with clear career pathways
• Provide participants with accessible information on job demand and wages
• Strengthen counseling and career guidance support
• Promote tools that help individuals make informed choices

6. **Strengthen Employer-Connected Learning**

Rationale

Training is most effective when it reflects real workplace needs and expectations.

Action Steps

• Expand work-based learning opportunities
• Encourage employer participation in training design
• Promote earn-and-learn models
• Support incumbent worker skill development

7. **Promote Continuous Learning Across the Workforce System**

Rationale

Adaptability is not only for workers — programs and staff must also evolve.

Action Steps

• Support professional development for workforce staff
• Encourage cross-agency knowledge sharing
• Reinforce continuous improvement practices
• Promote awareness of emerging industry trends

8. **Use Data to Keep Training Relevant**

Rationale

Training investments should be guided by what is working and where opportunities exist.

Action Steps

• Monitor employment and wage outcomes
• Encourage provider responsiveness to labor market conditions
• Support evidence-informed program adjustments

COROLLARY TACTICS

• Strengthen alignment between workforce programs and postsecondary institutions.

• Promote recognition of prior learning and experiential competencies.

• Encourage employer validation of skills frameworks.

B. Strategies and Tactics for Goal 2 : Improve Job Quality and Workforce Attachment

PRIORITY TACTICS

1. Advance Skills-Based Hiring and Credential Transparency

Rationale

Persistent mismatches between employer requirements and worker qualifications indicate inefficiencies in labor market signaling rather than labor scarcity alone.

Action Steps

• WDC and partners will promote skills-based hiring practices among employers.

• Workforce agencies will collaborate with employers to clarify competency requirements.

• The State will modernize tools that communicate training outcomes and wage data

2. Promote Career Mobility and Wage Progression Pathways

Rationale

Employment stability and retention are strengthened when workers perceive advancement opportunities.

Action Steps

• Workforce programs will emphasize career pathway navigation and advancement strategies.

• Agencies will align training investments with occupations offering wage progression.

• Partners will encourage employer participation in upskilling and incumbent worker models.

COROLLARY TACTICS

• Expand use of labor market information tools.

• Support employer engagement on job quality frameworks.

• Strengthen alignment between placement metrics and long-term outcomes.

C. Strategies and Tactics for Goal 3 : Advance Economic Mobility and Sector Resilience

PRIORITY TACTICS

1. Strengthen Sector Partnerships in High-Demand Industries

Rationale

Sector strategies improve alignment between workforce supply and employer demand while supporting economic diversification.

Action Steps

• The State will continue supporting sector partnership models convened across industries.

• WDC and partners will prioritize sectors demonstrating sustained demand and wage potential.

• Agencies will coordinate workforce investments with economic development priorities.

2. Align Workforce Investments with Emerging Economic Drivers

Rationale

Hawai‘i’s economic resilience depends on diversification and productivity growth.

Action Steps

• Workforce strategies will align with high-growth and strategically significant industries.

• The State will encourage training programs supporting infrastructure, healthcare, technology, and other growth sectors.

• Cross-agency coordination will support identification of evolving industry needs.

COROLLARY TACTICS

• Improve employer participation in workforce planning.

• Strengthen integration of workforce and economic data.

• Promote regional and county-level responsiveness.

D. Strategies and Tactics for Goal 4: Expand Workforce Participation to include all workers

PRIORITY TACTIC

1. Target Outreach to Underutilized Labor Pools

Rationale

Several population groups possess workforce potential but encounter structural barriers to participation.

Action Steps

• WDC and workforce partners will support targeted outreach strategies for populations with barriers to employment.

• Programs will strengthen coordination with community-based organizations.

• Agencies will promote culturally responsive service delivery models.

2**. Strengthen Access to Supportive and Wraparound Services**

Rationale

Employment outcomes are strongly influenced by non-labor constraints including transportation, housing stability, childcare, and language access.

Action Steps

• Workforce agencies will coordinate with partner programs to reduce participation barriers.

• Local areas will align supportive service strategies with participant needs.

• Partners will encourage co-enrollment and braided funding approaches where permissible.

COROLLARY TACTICS

• Expand language access strategies.

• Strengthen data tracking on participation gaps.

• Promote equity-informed program evaluation.

E. Strategies and Tactics for Goal 5: Enable Responsible Technology Adoption

PRIORITY TACTICS

1. Promote AI Literacy and Workforce Readiness

Rationale

Artificial intelligence is altering occupational structures, productivity models, and skill demands.

Action Steps

• Workforce partners will promote AI awareness and literacy initiatives.

• Agencies will support worker adaptation strategies emphasizing augmentation rather than displacement.

• The State will encourage training providers to address technology-enabled work environments.

2. **Integrate Digital and AI Literacy Across Training Systems**

Rationale

Digital fluency is now foundational to workforce participation. Artificial intelligence and automation technologies are altering skill requirements across nearly all industries.

Action Steps

• Workforce partners will embed digital competency and AI literacy into training strategies where appropriate.

• The State will encourage training providers to incorporate technology-enabled learning tools.

• Agencies will identify opportunities for upskill workforce staff on emerging technologies.

3. **Use Public Sector as Pilot Environment for AI Enablement**

Rationale

Measured experimentation allows the State to understand workforce implications while managing risk.

Action Steps

• State agencies will explore pilot initiatives consistent with operational needs and governance frameworks.

• Workforce leaders will monitor federal guidance and best practices.

• The State will avoid premature prescriptive regulation that may constrain innovation.

COROLLARY TACTICS

• Promote ethical and transparent technology use.

• Support employer education on AI adoption considerations.

• Strengthen workforce system digital capabilities.

F. Strategies and Tactics for Goal 6 : Institutionalize Cross-System Coordination

PRIORITY TACTICS

1. Strengthen Interagency Governance and Alignment

Rationale

Fragmentation reduces system efficiency, participant experience, and employer engagement.

Action Steps

• WDC will continue serving as a convener across workforce system partners.

• Agencies will strengthen coordinated planning and policy alignment mechanisms.

• Partners will expand shared performance and data discussions.

2. Advance Integrated Service Delivery Models

Rationale

Participants and employers benefit from seamless navigation across programs.

Action Steps

• Core partners will continue improving alignment of intake, referral, and case management systems.

• Workforce entities will promote co-enrollment strategies where appropriate.

• Agencies will support modernization of digital coordination tools.

COROLLARY TACTICS

• Promote continuous improvement frameworks.

• Strengthen regional coordination structures.

• Reinforce shared accountability models.

Strategies Related to Career Pathways

Hawai‘i Strategic Partnerships Advancing Workforce and Career Pathways

Cross-agency collaboration and partnership-building has been and continues to be, a critical component in the development, refinement, and sustainability of Hawai‘i’s Career Pathways System.

These partnerships strengthen alignment among education, workforce development, and industry, expanding opportunities for students and jobseekers to access training that leads to industry-recognized credentials and quality employment. This approach places a strong emphasis on work-based learning, including apprenticeships, on-the-job training, internships, and customized training for both new and incumbent workers.

Within the current system, both the Hawai‘i Department of Education (HIDOE) and the University of Hawai‘i Community Colleges (UHCCs) have established and utilized Pathway Advisory Councils composed of employers, industry partners, and program faculty and staff. These advisory bodies have played a significant role in the development of skill standards, competencies, and assessments that inform the planning, development, implementation, and continuous improvement of Career and Technical Education (CTE) programs statewide. Their work ensures that curricula remain aligned with evolving industry needs and labor market demand.

In parallel, Hawai‘i has advanced a sector-based workforce development model grounded in the data, priorities, and strategies articulated in the WIOA Unified State Plan. Sector strategies bring together multiple employers within critical industries, along with education, workforce, economic development, and community partners, to collaboratively identify workforce challenges and design coordinated solutions within specific labor markets.

A central leader in this effort is the Chamber of Commerce Hawai‘i, which has convened and supported industry-led Sector Partnerships across the state. These partnerships focus on seven high-priority sectors that are essential to Hawai‘i’s long-term economic vitality and talent pipeline development:

- Clean Energy
- Creative Industries
- Engineering
- Healthcare
- Information Technology
- Transportation
- Natural Resource

Each Sector Partnership is employer-driven and designed to align education and training programs with real-time industry needs. Through sustained collaboration, these partnerships help define in-demand occupations, identify critical skills and credentials, expand work-based learning opportunities, and strengthen career pathways from education to employment. The University of

Hawai‘i system and the Chamber of Commerce Hawai‘i play key roles in coordinating membership, convening sector committees, and supporting cross-sector alignment.

Much of this sector work has been supported through workforce development funding tied to the statewide Good Jobs Hawai‘i initiative, which is led by the UH Community Colleges in partnership with employers and workforce partners, including the Chamber of Commerce Hawai‘i.

Good Jobs Hawai‘i is part of the federal Good Jobs Challenge, a U.S. Department of Commerce Economic Development Administration grant that supported regionally driven workforce systems and sectoral partnerships to train and place workers into quality jobs. This investment had provided critical resources in building skill development and career pathways in key industries statewide, enabling sector partners to better translate employer needs into skills training, credentials, and structured pathways to employment.

The Transportation Sector Partnership is particularly noteworthy to mention. Established through a grant from the Workforce Development Council, this sector partnership addresses a long-standing gap in Hawai‘i’s career pathways system. Historically, pathways into transportation careers, especially outside of traditional maritime union routes, have been limited or insufficiently defined, restricting access to a broad range of occupations within this critical industry.

The Chamber of Commerce of Hawai‘i has convened the Transportation Sector Partnership, bringing together employers, education and training providers, workforce agencies, and community partners to identify workforce needs across air, maritime, logistics, and related transportation fields. Early efforts have focused on understanding occupational demand, aligning training and credentialing requirements, and exploring work-based learning and career pathway opportunities. This work reflects promising momentum toward establishing transportation as a robust and clearly articulated industry pathway.

Strengthening the transportation workforce is especially critical given Hawai‘i’s geographic isolation and heavy reliance on air and sea transportation for the movement of people, goods, and essential supplies. As such, this sector partnership supports not only economic growth, but also statewide resilience and long-term sustainability.

To further advance this work, the State Workforce Development Council depends on its Sector Strategies and Career Pathways Committee to provide strategic oversight and coordination across sector-based initiatives. The committee works closely with the HIDOE, UHCCs, employers, and workforce partners to ensure that sector strategies are integrated into kindergarten-to-career pathways, including career exploration, Career and Technical Education, post-secondary credentials, and employment transitions. This governance structure ensures coherence, accountability, and alignment across systems while maximizing the impact of employer-led sector partnerships.

Together, these strategic partnerships reflect Hawai‘i’s commitment to a coordinated, data-informed, and industry-aligned workforce development system—one that supports economic growth, meets employer needs, and creates meaningful career opportunities for residents across the state.

Other Past and Present Strategic partners include:

1. State Department of Human Services (Division of Vocational Rehabilitation) For more information: http://humanservices.hawaii.gov/
2. Hawai‘i Department of Education http://www.hawaiipublicschools.org
3. McKinley Community School for Adults (www.mcsahawaii.org) Waipahu Community

School for Adults www.wcsahawaii.orgState Department of Business, Economic Development and Tourism

4. 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

5. Chamber of Commerce Hawai‘i (For more information: http://www.cochawaii.org/
6. Society for Human Resource Management Hawai‘i Chapter: For more information: http://www.shrmhawaii.org/
7. Enterprise Honolulu (Oahu Economic Development Board) For more information: https://www.oedb.biz/
8. Maui Economic Development Board: For more information:

   http://www.medb.org/

9. Kauai Economic Development Board: For more information:

   http://www.kedb.com/

10. Hawai‘i Island Economic Development Board: For more information:

    http://www.hiedb.org/

11. 1Hawai‘i’s P-20 Partnerships for Education: http://www.p20hawaii.orgCs
12. Honolulu City and County: http://www.honolulu.gov/dcs/workforce.html

    and http://labor.hawaii.gov/wdd/onestop

13. Career and Technical Education Coordinating Program https://www.hawaii.edu/offices/bor/sbcte/materials/201505210900/Item_3._Review_of_DOE
14. UHCCand_DPS_2015_Perkins_Basic_Grant_Annual_Plans.pdf (hawaii.edu)
15. Hawai‘i Alliance for Community Based Economic Development: For more information: http://www.hacbed.org/about/
16. Kamehameha Schools (CTE Scholarship Program) For more information:
17. http://www.ksbe.edu/imua/digital_archived_article/kamehameha-schools-announces- career-and-technical-education-scholarship/

For more Information: Please visit the State Department of Labor and Industrial Relations Workforce Development Division website at http://labor.hawaii.gov/wdd/

Alignment of Economic Data to Pathway Development

The University of Hawai‘i utilizes labor market information (LMI) data from Lightcast to inform workforce planning, program development, and program review across the state. This data source is consistently used for economic and workforce analyses provided to the Workforce Development Council, county Workforce Development Boards, and WIOA Core Partners, ensuring alignment and a shared evidence base for decision-making across education and workforce systems.

To provide transparent, public access to this information, the University of Hawai‘i developed the Hawai‘i Career Explorer website (https://careerexplorer.hawaii.edu). The site presents interactive, visually engaging labor market data highlighting in-demand industries and occupations in Hawai‘i and connects this information to corresponding education and training pathways offered across the University of Hawai‘i System, including both community colleges and four-year institutions. Building on this foundation, UH has developed and is beta testing an AI-enabled interface (https://uhcc.hawaii.edu/ai_careerexplorer/index.php) to keep pace with rapidly evolving technology and workforce trends and to make it easier for users to find, understand, and apply labor market data.

The education and training pathways displayed in Hawai‘i Career Explorer are informed by statewide pathway mapping efforts led by Hawai‘i P-20 Partnerships for Education. Hawai‘i P-20 works collaboratively with K–12, higher education, workforce, and state agency partners to identify priority career pathways and map aligned education-to-career progressions based on labor market demand. These pathway maps support seamless transitions for learners from secondary education through postsecondary credentials and degrees and into the workforce. Hawai‘i Career Explorer serves as the platform that makes this pathway information publicly accessible and visually intuitive for students, jobseekers, educators, and policymakers.

Alignment with state and regional labor market demand is a required component of program review for all Career and Technical Education (CTE) programs within the University of Hawai‘i. Demonstrated economic alignment is also an eligibility requirement for access to federal Perkins funding, reinforcing the state’s commitment to data-informed career pathway development and continuous improvement.

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. Core Partners are still 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.D: Strategic Element: 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:

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 Local Workforce Development Boards.
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. Local Workforce Development Boards 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.

SHARED MEASUREMENT OF GOALS AND PROPOSED GENERATIONAL COMMITMENT DASHBOARD

With the establishment of the Generational Commitment, the State envisions the development of a publicly accessible dashboard designed to reflect the shared efforts and progress of the broader workforce ecosystem.

This dashboard will be structured around four distinct but interconnected "lanes", representing the community-defined pillars of engagement: **Government and Non-Profit Organizations**, **Employers and Industry**, **Education and Training Providers**, and **Funders and Investors**.

FOUR "LANES" (MEMBERS OF THE LEARN,WORK, THRIVE HUI)
"

POLICY LANE	**BUSINESS/ EMPLOYER**	**EDUCATION AND TRAINING LANE**	**FUNDING LANE**

	ENGAGEMENT LANE		
Shaped by Government and non-profits	*Participants are employers and industry*	*Led by academic institutions and training facilities*	*Facilitated by the philanthropic community*
Governor's Office Department of Labor and Industrial Relations Workforce Development Council Department of Business, Economic Development and Tourism Hawai'i County Kauai County Office of Economic Development Maui County Office of Economic Development City and County of Honolulu Office of Economic Revitalization Maui Economic Development Board Holomua Collective HawaiiKidsCan Hawaii Technology Development Corporation State Commission on	Chamber of Commerce of Hawaii Hawaii Employers Council Health Care Association of Hawaii AE Consulting Hawaii Technology Development Corporation CA Cross and Associates Hawaii Executive Collaborative	Hawaii Department of Education University of Hawaii Hawaii P-20 Chamber of Commerce of Hawaii ClimbHi Hawaii Workforce Pipeline Lanakila Pacific	Hawaii Workforce Funders Collaborative Harold K.L. Castle Foundation Ulupono Initiative Aloha United Way Kosasa Foundation Harry and Jeannette Weinberg Foundation Kirk-Landry Charitable Fund Hawaii Community Foundation Stupski Foundation Kohala Coast Community Fund Kaiser Permanente

the Status of Women			

Each lane will identify and highlight the stakeholders who contribute to workforce outcomes within that sphere.

Rather than imposing a new reporting structure, the dashboard will leverage the measurements and performance indicators stakeholders are already tracking within their respective systems.

This integrated approach represents a core strength of the Generational Commitment: promoting visibility, alignment, and collective understanding without duplicating functions or creating unnecessary administrative burdens.

Over time, stakeholders will be invited to help shape the dashboard by identifying meaningful metrics, articulating data needs, and clarifying challenges related to measurement and outcomes. Future convenings and collaborative sessions will further refine these indicators to ensure they accurately capture progress toward the Commitment's enduring values of Learn, Work, Thrive, and Belong.

The dashboard will serve as a shared platform for transparency, accountability, and learning; enabling stakeholders to see their contributions within the larger system, celebrate successes, and collectively address emerging barriers. In doing so, it reinforces the principle that workforce development is a shared, long-term endeavor grounded in partnership rather than isolated efforts.

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—

III.A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include–

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).

State Workforce Development Board Statutory Authority and Scope

While the State Workforce Development Board was established pursuant to the Workforce Innovation and Opportunity Act (WIOA), its statutory and regulatory authority extends beyond the administration of WIOA-funded programs alone.

Federal law explicitly positions the State Board as a strategic convener and oversight body for the broader workforce development system, with responsibility for aligning workforce, education, economic development, and related systems to meet the skill needs of employers and workers statewide.

Under **20 CFR § 679.130**, the State Board is charged with "*developing, implementing, and modifying*" the State's workforce development strategies to support a comprehensive, demand-driven workforce system.

This includes the responsibility to align workforce activities with education, economic development, labor, and human services systems, rather than limiting oversight solely to WIOA title programs. The regulation emphasizes system-wide coordination, policy alignment, and strategic planning across partners that influence workforce outcomes.

Furthermore, **20 CFR § 679.110(b)** requires the State Board to engage with employers, labor organizations, education and training providers, and other stakeholders to ensure that workforce strategies respond to the needs of the State's economy.

This role inherently necessitates engagement beyond WIOA-funded activities, as many workforce drivers, including postsecondary education, industry credentialing, sector partnerships, and economic development initiatives, operate outside of WIOA funding streams.

The State Board's responsibility for the development and implementation of the State Plan further reinforces its broader purview.

The Unified Plan must reflect a comprehensive workforce strategy that integrates multiple core and partner programs and aligns them with the State's economic and workforce priorities. The

State Board's role in approving and overseeing the State Plan therefore extends to ensuring coherence across the full workforce ecosystem, including programs and initiatives not exclusively funded under WIOA.

In addition, **20 CFR § 679.130(c)(2)** explicitly authorizes the State Board to identify and disseminate best practices, promote innovation, and support the development of career pathways and sector strategies. These activities often involve coordination with postsecondary institutions, industry associations, chambers of commerce, and economic development entities, many of which operate outside the direct scope of WIOA program administration.

Taken together, federal statute and regulation clearly establish that the State Workforce Development Board's function is not limited to overseeing WIOA compliance, but rather encompasses a broader strategic role in shaping, aligning, and advancing the State's workforce development system as a whole.

This includes addressing structural barriers to employment, supporting sector-based strategies, advancing skills-based pathways, and ensuring that workforce investments across programs and partners contribute to shared economic and labor market goals.

Workforce Development Council Composition and Role

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

- Cabinet-level directors from State agencies responsible for labor, human services, economic development, and education, as well as the President of the University of Hawai‘i
- Private sector representatives, including representatives from the four Local Workforce Development Boards
- A community-based Native Hawaiian organization
- Labor organizations and workforce representatives
- Members of the State House of Representatives and Senate
- County Mayors
- The Governor

ROLE: Statutory Purpose and Authority

The WDC serves as the State's principal planning and advisory body to the Governor on workforce development and related economic issues. Its membership includes most state and county agencies that administer state and federally funded workforce programs, positioning the Council to support system-wide coordination and alignment.

In addition to its advisory role, the WDC has a statutory responsibility to continuously identify workforce barriers and develop solutions to address workforce challenges in targeted industries.

Dual Federal and State Functions

The Council operates in both a federal and state capacity.

Federal Role under WIOA

In its federal capacity, the WDC serves as the State Workforce Development Board for purposes of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (Public Law No. 113-128). In this role, the Council provides oversight and strategic leadership for the statewide workforce development system and functions as an information clearinghouse for workforce education and training programs across the State.

Consistent with WIOA requirements, the Council is responsible for the development and continuous improvement of the workforce development system, including:

- Identifying barriers to coordination and alignment among workforce programs and recommending strategies to reduce duplication
- Developing strategies to support career pathways that help individuals—including youth, adults with limited skills, and individuals facing barriers to employment—enter and retain employment
- Expanding outreach and improving access to workforce services for individuals and employers
- Supporting industry and sector partnerships aligned with in-demand industries and occupations
- Identifying planning regions and designating local workforce areas in consultation with Local Workforce Development Boards and chief elected officials
- Strengthening the one-stop delivery system by supporting Local Workforce Development Boards, one-stop operators, partners, and service providers
- Supporting staff training and professional development across the workforce system
- Developing and updating statewide performance and accountability measures under WIOA section 116
- Identifying and disseminating best practices related to one-stop center operations, Local Workforce Development Board effectiveness, and training programs informed by labor market data
- Developing statewide policies governing one-stop center certification, infrastructure funding, partner roles, and cost allocation
- Advancing technology strategies that improve service access, support credential attainment, enhance staff capacity, and ensure accessibility for individuals with disabilities and those in remote areas
- Aligning technology and data systems across one-stop partner programs, including common intake, case management, and performance reporting
- Developing allocation formulas for distributing adult and youth workforce funds to local areas, as permitted under WIOA
- Preparing required annual performance reports

- Overseeing the statewide workforce and labor market information system
- Developing additional policies that support statewide workforce objectives and system performance

State Role

In its state capacity, and pursuant to Hawai‘i Revised Statutes (HRS) Chapter 202, the Workforce Development Council is responsible for preparing, overseeing, and periodically updating the Unified State Plan for workforce development. The Council is further charged with advising the Governor, through annual reports, policy recommendations, and strategic guidance, on workforce and economic development priorities that address current and emerging workforce needs across Hawai‘i.

Consistent with its statutory mandate, the Council provides a forum for statewide coordination among state and county agencies, education and training providers, employers, labor organizations, and community stakeholders. This role includes identifying systemic workforce challenges, assessing labor market trends, and recommending policy and programmatic strategies to strengthen workforce alignment with the State’s economic development goals.

Through these functions, the Council supports informed decision-making related to workforce investments, promotes alignment across publicly funded workforce programs, and advances strategies intended to improve employment outcomes, support industry needs, and enhance long-term economic resilience for the State.

Strategic Role as Defined by the Council

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

- Advisor on critical workforce and policy issues
- Convener of workforce development stakeholders
- Facilitator of workforce data analysis and labor market trends
- Broker to align partners around shared solutions
- Voice for workforce development statewide
- Capacity builder to strengthen Hawai‘i’s ability to respond to workforce challenges

Description of the WDC Organization:

The Workforce Development Council (WDC) serves as the State’s primary planning and policy advisory body to the Governor and the State on workforce development matters. Pursuant to Hawai‘i Revised Statutes (HRS) §202-5, the Council is administratively attached to the Department of Labor and Industrial Relations (DLIR) for administrative purposes.

From its establishment in 2015 through 2021, the WDC operated as an administratively attached entity within DLIR. In 2021, the Council’s administrative structure was modified by the State Legislature, and the WDC was housed within the Workforce Development Division (WDD), where administrative support and operational oversight were provided to maintain continuity of workforce development activities and alignment with division priorities.

In 2024, the Hawai‘i State Legislature restored the Council’s administrative capacity as a distinct entity with its own dedicated staff. This transition enabled the WDC to fully resume its statutory role as the State Workforce Development Board, including responsibility for statewide workforce strategy, policy coordination, and system oversight. This organizational realignment reflects legislative intent to strengthen statewide workforce governance and to support the Council’s role in coordinating, aligning, and advancing Hawai‘i’s workforce development system across programs, partners, and industries.

The Executive Director (ED) of the Workforce Development Council is appointed by the Council pursuant to its statutory authority, subject to the approval of the Director of Labor and Industrial Relations. The Executive Director serves under the policy direction and oversight of the Council and works in close coordination with DLIR to support effective system operations. The ED is evaluated annually.

The Council is composed of 41 members, a majority of whom are private-sector business executives appointed by the Governor, consistent with federal requirements under the Workforce Innovation and Opportunity Act (WIOA). The WDC meets quarterly and at other times as determined by the Chair or as provided by Council rules. The Governor and ex-officio members may designate representatives in writing 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 the private-sector membership. The Chair serves as the Council’s spokesperson, approves meeting agendas, and presides over Council meetings.

The Vice Chair and Assistant Vice Chair are elected by the Council membership. Together, the Chair, Vice Chair, Assistant Vice Chair, and the Chairs or Vice Chairs of the Council’s standing committees comprise the Executive Committee.

All Council committees operate in compliance with Hawai‘i’s Sunshine Law and meet as necessary. Committee activities and recommendations are reported at the Council’s quarterly meetings.

The Council has established six standing committees, each chaired by a WDC member and supported by two Vice Chairs who are also Council members. Except for the Executive Committee, Committee membership may include WDC members, Local Workforce Development Board members, and other volunteer stakeholders from the private sector, public agencies, nonprofit organizations, and community-based entities. Committee members are not required to be members of the Council or Local Workforce Development Boards.

The rationale for appointing two Vice Chairs is to build a deeper leadership bench in anticipation of future leadership transitions and to provide Council members with greater opportunities to learn, engage, and invest in the work of the Workforce Development Council. The standing committees are aligned with WIOA functions and support the Council’s responsibilities for governance, oversight, implementation of the State’s workforce development strategy, and achievement of statewide workforce goals.

The Council Standing Committees are:

1. **<u>WDC Executive Committee</u>**

Roles and Responsibilities

a. Provide Strategic Oversight and Coordination
b. Serve as the coordinating body across all standing committees to ensure alignment with the Council's mission, priorities, and statutory responsibilities.

    - Identify issues requiring integration across committees or Council action
    - Help set strategic agendas and ensure the Council remains focused on high-impact priorities.

c. Review and Make Recommendations to the Full Council

    - Review personnel matters, governance issues, and compliance concerns before they come to the full Council.
    - Evaluate committee recommendations and determine which matters require full Council deliberation.
    - Provide guidance on issues requiring urgent attention or policy clarification.

d. Oversee Governance and Compliance

    - Monitor adherence to bylaws, Sunshine Law, WIOA statutes, and applicable state policies.
    - Recommend updates to governance structures, protocols, and accountability processes.
    - Ensure Council operations reflect transparency, integrity, and good stewardship of public trust.

e. Support Personnel Oversight (as authorized)

    - Review executive staffing matters, including performance expectations, evaluations, and leadership support.
    - Provide recommendations on staffing structure and organizational alignment where appropriate.
    - Ensure confidentiality, fairness, and compliance with relevant state policies and procedures.

f. Guide Committee Work and Delegation

    - Review standing committee priorities, work plans, and progress reports.
    - Clarify roles when responsibilities overlap or require shared leadership.
    - Refer matters to appropriate committees or create temporary workgroups when needed.

g. Act on Urgent or Interim Matters Between Council Meetings

    - Address time-sensitive issues that cannot reasonably wait for full Council action, within the limits of delegated authority.
    - Ensure interim decisions are reported to the Council at the next regular meeting.
    - Maintain continuity of leadership and decision-making during critical periods.

h. Ensure Accountability and Performance of the Council

    - Monitor the overall effectiveness of the Council and its committees.
    - Identify systemic challenges and recommend structural or process improvements.
    - Support ongoing board education and leadership development.

i. Serve as a Trusted Advisory Body to the Chair/Staff

- Provide counsel to the Chair as well as staff on sensitive, complex, or strategic matters.
- Support strong relationships with state partners, federal agencies, and stakeholders.

2. **<u>WDC Employer Engagement Committee</u>**

Roles and Responsibilities

A. Conduct Regular Industry Needs Assessments:

- Regularly survey and consult with industry sectors to understand evolving labor market demands. This approach can identify critical skill gaps, new technologies, and emerging job roles.
- Engage with employers, trade associations, and chambers of commerce to gather real-time feedback on workforce requirements and to adapt training programs accordingly.

B. Develop Sector-Based Partnerships:

- Establish sector-based partnerships that align workforce training and development initiatives with key industries identified in the state's economic development strategy. This would include sectors such as healthcare, technology, construction, and tourism.
- Create sector councils or advisory groups to ensure ongoing dialogue between employers and workforce development agencies. These groups can serve as platforms to review labor trends, prioritize training efforts, and adjust curricula to meet industry-specific needs.

C. Use Labor Market Information (LMI) Effectively:

- Leverage LMI to forecast labor demand, highlight in-demand occupations, and adjust training programs to match projected job growth. Workforce development programs should be data-driven, focusing on areas that promise sustainable employment opportunities.
- Collaborate with economic development agencies to jointly analyze and disseminate LMI, making it accessible to training providers, job seekers, and employers to inform decisions.

D. Align Workforce Programs with Economic Plans:

- Review and align workforce programs with the state's economic development plans, such as the Hawai'i 2050 Sustainability Plan or other state-driven growth strategies.
- Ensure that workforce investment strategies reflect economic priorities, particularly in terms of high-growth sectors and regions with significant development potential.

E. Collaborating Directly in Curriculum Design

- Employers can actively participate in the design of educational and training curricula. By working with educational institutions and training providers, employers can offer insights into the specific skills, competencies, and knowledge that are in high demand.
- Employers can provide real-world case studies, tools, and technologies used in the workplace to ensure that curricula are not only theoretical but also aligned with practical, industry-relevant applications.

- Additionally, employers can help adjust training content to emerging trends, such as digital skills, green technologies, or industry-specific software, ensuring that the workforce remains current and adaptable.

F. Offering Structured Internships and Apprenticeships

- Employers play a crucial role by providing structured internship and apprenticeship opportunities that align with industry needs. These programs offer students and trainees hands-on experiences that enhance their skills in real-world settings.
- By clearly defining the roles, expectations, and learning outcomes of these opportunities, employers ensure that participants gain practical skills that translate directly into workforce readiness.
- Employers can also establish formal mentorship programs within internships and apprenticeships, enabling trainees to gain valuable guidance and industry insights from seasoned professionals.

G. Providing Feedback and Adjusting Training Programs

- Employers can provide continuous feedback to education and training providers regarding the effectiveness of curricula, skills gaps observed among new hires, and areas for improvement.
- By serving on advisory boards or councils for training programs, employers can help guide revisions and updates to ensure that training programs keep pace with changing industry demands.
- This feedback loop ensures that programs remain agile and can be adjusted quickly to match labor market shifts, such as new technologies, regulatory changes, or shifts in consumer demand.

H. Championing Career Pathways and Skill Development

- Employers can play an active role in developing career pathways that start with entry-level roles and provide clear, defined routes for advancement. By sharing these pathways with training providers, curricula can be designed to align with the skills and competencies needed at each career stage.
- This approach encourages workers to view training as part of a long-term career strategy, increasing both employee retention and skill acquisition within the industry.

I. Engaging in Public-Private Partnerships

- Employers can collaborate with government agencies and educational institutions to establish public-private partnerships that ensure resources are shared, curricula align with industry standards, and training programs receive ongoing support.
- Such partnerships can also facilitate funding opportunities, scholarships, enhance access to training and encouraging diverse talent pipelines.

3. **WDC Sector Strategies & Career Pathways Committee**

Roles and Responsibilities

A. Identify Priority Industry Sectors

- Use statewide and regional labor-market intelligence to identify sectors critical to Hawai‘i’s economic growth (e.g., health care, green energy, technology, construction, hospitality, defense, and agriculture).
- Prioritize sectors that demonstrate strong job creation potential, quality career opportunities, and alignment with state economic priorities
- Reassess sector priorities annually to reflect emerging trends, economic shifts, and statewide workforce needs.

B. Develop and Maintain Sector Partnerships

- Convene cross-sector partnerships that include employers, educators, workforce agencies, unions, community organizations, and economic development entities.
- Facilitate structured collaboration to solve shared workforce challenges such as talent shortages, skill gaps, and retention.
- Support the creation of sector “action tables” or working groups that meet regularly to implement strategies and monitor outcomes.

C. Map and Strengthen Career Pathways

- Identify existing and emerging career ladders within priority industries, from entry-level roles to advanced occupations.
- Align training and credential opportunities with progressive skill development and recognized industry certifications.
- Ensure that pathways are transparent, stackable, and accessible to youth, adults, career changers, veterans, justice-involved individuals, and other underrepresented populations.

D. Align Training and Education with Industry Requirements

- Work with training providers, community colleges, universities, and apprenticeship programs to ensure curricula match sector-specific competency needs.
- Promote short-term credential, apprenticeship, pre-apprenticeship, and work-based learning programs tied directly to in-demand occupations.
- Encourage the integration of emerging technologies, green skills, and digital literacy into all relevant training programs.

E. Integrate Labor Market Data into Decision-Making

- Utilize real-time labor-market analytics to forecast skills demand, wage trends, and workforce shortages.
- Translate data into actionable guidance for providers, policymakers, and employers.
- Monitor performance metrics such as placement rates, credential attainment, wage growth, and pathway completion to assess impact.

F. Support ETPL and Workforce Pell Alignment

- Ensure that sector strategies inform the development and vetting of programs on the Eligible Training Provider List (ETPL).
- Provide input on programs proposed for Workforce Pell eligibility to ensure alignment with priority sectors and quality outcomes.
- Promote consistency between federal, state, and local training investments.

G. Facilitate Employer Participation in Training Design and Delivery

- Encourage employers to co-design curricula, provide equipment, share case studies, and host simulated learning environments.
- Advocate for structured internships, apprenticeships, and on-the-job training that embed mentorship and hands-on experience.\
- Promote employer feedback loops to continuously refine program quality.

H. Promote Inclusive Talent Pipelines

- Support initiatives that reduce barriers to entry such as childcare, transportation, language support, and supportive services.
- Champion outreach to rural communities, Native Hawaiian communities, immigrants, foster youth, displaced workers, and individuals with disabilities.
- Encourage programs that integrate career navigation, coaching, and job placement assistance.

I. Strengthening Regional Collaboration

- Coordinate closely with county workforce boards to ensure sector strategies reflect regional realities and employer needs.
- Support alignment between American Job Centers, education partners, and economic developers at the local level.
- Share promising practices and regional lessons learned across the statewide network.

J. Monitor Progress and Report Outcomes

- Establish clear goals, milestones, and accountability measures for each priority sector initiative.
- Track progress through dashboards and periodic committee briefings.
- Provide recommendations to the full Workforce Development Council for policy action.

4.**Youth Services Committee**

Roles and Responsibilities

A. Provide Strategic Direction for Youth Programs

- Recommend policies and program priorities that support ALL youth, including in-school, out-of-school, opportunity youth, foster youth, homeless youth, justice-involved youth, and youth with disabilities.

- Promote strategies that emphasize career readiness, credential attainment, work-based learning, and positive youth development.

- Ensure youth programs align with the State Unified Plan, local workforce plans, and broader education and economic initiatives.

B. Support the Design and Implementation of Youth Services

- Advise on program models that integrate academic support, technical skills training, mentoring, and supportive services
- Encourage program approaches that connect youth to real-world experiences such as internships, apprenticeships, and summer employment.

- Promote trauma-informed, culturally responsive, and youth-centered service delivery.

C. Coordinate Partnerships Across Systems

- Convene schools, community colleges, American Job Centers, public agencies, non-profits, and employers to align youth services.
- Reduce duplication of services by promoting coordinated case management and referral networks.
- Encourage collaboration with agencies serving vulnerable youth (e.g., child welfare, juvenile justice, housing, and health systems).

D. Leverage and Align Resources

- Identify opportunities to braid and leverage federal, state, philanthropic, and private resources to expand youth programming.
- Promote partnerships that stretch limited funds while improving outcomes.
- Encourage grant development, pilot projects, and public-private initiatives benefiting youth.

E. Recommend Youth Service Providers

- Review and recommend qualified providers for youth workforce programs, consistent with procurement rules and state policies.
- Consider provider capacity, performance history, equity impacts, and alignment with youth needs.
- Encourage a diverse provider network that reaches urban, rural, and underserved communities.

F. Promote Continuous Quality Improvement

- Review performance data specific to youth programs, including participation, credentials, employment outcomes, and long-term success.
- Identify trends, strengths, and gaps, and recommend improvements based on evidence and youth feedback.
- Support evaluation, peer learning, and professional development among youth service providers.

G. Elevate Youth Voice and Engagement

- Promote mechanisms for youth to provide feedback on programs and participate in program design.
- Encourage youth advisory groups, listening sessions, and peer mentorship structures.
- Ensure youth perspectives inform Council recommendations and priorities.

H. Support Career Pathways for Youth

- Align youth services with career pathways in priority industry sectors.
- Promote early exposure to careers, dual-credit programs, career academies, and stackable credentials.
- Encourage transition strategies from school to employment, post-secondary training, or apprenticeships.

I. Address Barriers to Participation

- Identify systemic barriers such as transportation, technology access, housing instability, mental health needs, or childcare.
- Promote wrap-around supports and coordinated case management to help youth succeed.
- Encourage programs that provide coaching, financial literacy, and life-skills training.

J. Assist with Operational Planning

- Advise on policies related to eligibility, intake, participant flow, and coordination with American Job Centers.
- Support development of outreach strategies to reach disengaged and underserved youth.
- Provide input on program timelines, resource deployment, and performance expectations.

K. Report and Recommend to the Council

- Provide regular updates on youth program outcomes, innovations, and challenges.
- Offer recommendations for investment priorities, policy changes, and strategic partnerships.
- Ensure the Council remains informed about emerging youth workforce issues statewide.

5. **Performance Management & Finance Committee**

Roles and Responsibilities

Monitor Program Outcomes and Key Metrics

- Review quarterly and annual performance reports across all WIOA core programs and partner programs.
- Identify performance gaps, emerging risks, and regional disparities that require intervention.

Conduct Data-Driven Performance Reviews

- Analyze trends using dashboards, benchmarks, and cross-program comparisons.
- Translate complex data into actionable insights for the Council and local boards.
- Recommend corrective actions, technical assistance, or strategy shifts where performance falls short.

Support Continuous Quality Improvement

- Promote performance management practices focused on learning and improvement rather than compliance alone.
- Encourage use of pilot projects, innovative models, and evidence-based practices.
- Ensure corrective action plans include measurable milestones, timelines, and accountability mechanisms.

Evaluate Outcomes and Return on Investment

- Assess cost-effectiveness of workforce initiatives and training investments.
- Monitor whether programs produce measurable results such as job retention, career advancement, and wage gains.
- Provide recommendations to refine spending priorities based on demonstrated impact.

Ensure Alignment with Statewide Strategy

- Verify that performance outcomes reflect priorities in the Unified State Plan and sector strategy initiatives.
- Ensure local boards' performance strategies align with statewide workforce goals.
- Promote integration across education, economic development, and workforce systems.

Oversee Board Financial Protocols

- Review and monitor financial management practices for WIOA and applicable State funds governed by the Council.
- Ensure internal controls, transparency, and appropriate authorization procedures are followed.
- Support the development and implementation of financial policies that safeguard public funds.

Monitor Expenditures and Compliance

- Identify potential risks such as under-spending, over-obligation, or misalignment with program intent.
- Recommend corrective actions or adjustments when financial concerns arise.

Coordinate with Audits and Fiscal Reviews

- Review audit findings, monitor reports, and financial risk assessments.
- Oversee remediation plans and verify that deficiencies are corrected.
- Promote a culture of fiscal accountability and stewardship across the workforce system.

Promote Transparency and Reporting

- Ensure performance and finance outcomes are communicated clearly to the Council, policymakers, and the public when appropriate.
- Support development of dashboards and reports that improve visibility and accountability.

Advise the Full Council on Policy Decisions

- Provide findings and recommendations to guide funding priorities and system improvements.
- Recommend policy adjustments when performance or fiscal results indicate systemic gaps.
- Ensure Council decisions are grounded in reliable data, evidence, and fiscal responsibility.

6. **WDC Special Projects Committee**

Roles and Responsibilities

Provide Leadership on Board Governance Matters

- Review and recommend updates to bylaws, committee structures, governance protocols, and meeting procedures.
- Ensure governance practices align with state law, WIOA requirements, Sunshine Law, and board best practices.
- Support onboarding, board education, and ongoing governance training for members.
- Advise the Council on succession planning and leadership development within the Board.

Monitor and Advise on Legislative and Policy Issues

- Track federal, state, and local legislation affecting workforce development, employment, education, or economic growth.
- Assess potential impacts on WDC priorities and programs.
- Recommend WDC positions, testimony, or strategic engagement where appropriate.
- Coordinate with state agencies and partners to ensure policy alignment and clarity.

Lead Priority Special Initiatives (e.g., Military Spouse and Veteran Workforce)

- Oversee development and implementation of special workforce initiatives assigned by the Council or Chair.
- Support initiatives such as military spouse employment, veteran transitions, and defense economy workforce strategies.
- Convene partners (military commands, employers, education institutions, nonprofits) to remove barriers and increase opportunities
- Monitor outcomes and ensure lessons learned inform broader workforce strategy.

Address Issues Outside Other Committee Purviews

- Serve as the "catch-all" committee for emerging issues that do not clearly fall within existing committee scopes.
- Conduct exploratory research, stakeholder convenings, and feasibility assessments

- Recommend whether new issues should become standing priorities, pilot projects, or be reassigned to other committees.

Coordinate Special Research, Pilots, and Innovation Efforts

- Identify opportunities for pilot programs, demonstration projects, or grant-funded initiatives.
- Evaluate alignment with the Unified State Plan and statewide workforce goals.
- Support proposals, partnerships, and evaluation plans to test innovative approaches.

Strengthen Strategic Partnerships and External Relationships

- Build relationships with community organizations, foundations, industry associations, and government partners on win-win initiatives.

The Council receives information needed for decision-making by requesting reports directly or through the appropriate committee.

Prior to each Council meeting, WDC staff prepare 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, a report from the executive director, and other handouts.

During the meeting, the core partners submit written reports on their performance measures, successes and challenges. The chairs of each Standing 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 as well as 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.

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 was held in June 2024 which gathered various stakeholders to discuss the opportunities to strengthen the programmatic and fiscal oversight of Kauai. A training contractor team supplied by the US Department of Labor facilitated the discussions.

The goal is to develop Memorandum of Understanding (MOU) documents amongst the various stakeholders to ensure roles and responsibilities are appropriately covered

III.A. 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.

Title I and III: 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. Virtual and remote co-location of some partners via technology also enables this strategy.

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.

Title II: Adult Education

The HIDOE used the U.S. Department of Education, Office of Career, Technical and Adult Education to approve a competitive four-year grant award to fund AEFLA activities to support the implementation of the State's strategies.

82.5% of AEFLA funds received by HIDOE was 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 was 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 Integrated English Literacy and Civics Education programs was 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. The competition awarded funds to the community schools for adults operated by HIDOE. By receiving AEFLA funds , HIDOE 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
- College and Career Readiness Standards
- Aligning of English Language Proficiency Standards for English Learners
- Serving individuals with Barriers to Employment

Title IV: 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 , Hard of Hearing, or Deaf-Blind
3. Working with persons who are Blind or Low Vision

Job Accommodation Network

4. Assistive technology
5. 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 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 Low Vision, 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/community 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 in-demand industries. DVR utilizes 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 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 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 by 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.

Although the Jobs for Veterans State Grant (JVSG) program is not a WIOA core program, its staff are located in the AJC(s), and its activities are coordinated who other AJC employment and training programs.

Co-enrollments in 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 support 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 has completed a Memorandum of Understanding and Infrastrure Funding Agreement with AJCs in each of the counties excluding Kauai. DVR has also completed a memorandum of Agreement (MOA) with the State of Hawaii Department of Health's Developmental Disabilities Division for individuals who are interested in supported employment. The MOA details the responsibilities of each partner, which will help in the management of, and avoid duplication of, services. DVR has numerous contracts with providers to provide all Pre-ETS services as well as Supported Employment services, work readiness and vocational evaluation, and skills training, among others.

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., entrepreneurism).

Additional Secondary and Postsecondary Initiatives

Work-based learning plays a key role in the career development of students. Currently, twenty-seven of the state's forty-seven (47) public DOE high schools have career academics, which combine several CTE programs into smaller learning communities within their schools. Many of the career academy schools are working alongside the National Career Academy Coalition to improve the program quality on the road towards national certification. High schools with academies are able to increase student engagement by making learning relevant to students' careers interests. The Department of Education collaborates with industry, post-secondary education, and intermediary partners to provide a variety of work-based learning opportunities in the workplace setting for both educators and students, such as educator externships and student internships. Since 2023, the Department of Education collaborated with the American Job Centers to provide graduating seniors hiring events for each graduating class.

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 spend 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 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' pilot 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.

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 links 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.

COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Describe how the entities carry 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.

The Workforce Development Council recognizes the need to strengthen employer engagement and views this as an important area for continued improvement. Under the Workforce Innovation and Opportunity Act (WIOA), the workforce system serves two primary customers: job seekers and employers. While Hawai'i's workforce system has demonstrated strong capacity in serving job seekers, additional effort is needed to expand and deepen outreach to the business community. In response, the Council's Employer Engagement Committee is exploring the use of a third-party partner to support employer outreach, particularly on the neighbor islands. This approach is intended to enhance employer participation, improve alignment with industry needs, and build a more robust and responsive employer engagement strategy over time.

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 Benefits Planning services contracted through UH CDS. The Benefits planning program provides information and training for students and adults with disabilities, including work incentives, asset development and financial literacy. The goal is to provide information so that participants can understand that gaining skills and credentials leading to good-paying jobs in in-demand industries can free them from dependence on public assistance.

DVR refers participants to Adult Education , the University of Hawaii system, the AJCs, WDD and others to develop skills for 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 on participants.

DVR sponsors numerous Deaf participants to attend Gallaudet University, as well as having one participant with a Learning Disability attending a university in The Continental US which specializes in that area. The goal is to prepare students with accessible training for well-paying careers in in-demand industries such as healthcare, information technology, and others.

DVR is eagerly awaiting the new opportunities that will be afforded with the Workforce Pell Grant.

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.

Workforce Development Division Efforts

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 in the process of being 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 their registered 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.

Registered 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.

Division of Vocational Rehabilitation Efforts

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 Relation's 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 career pathways. DVR will provide support for VR participants in postsecondary training.

DVR will work with Adult Education to develop customized postsecondary workforce training programs 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 are 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. DVR expects that the Workforce Pell Grant will expand opportunities in many areas and potentially with a larger pool of industry-driven training programs available.

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 State Workforce Development Council's membership structure intentionally includes representation from Hawai'i's principal economic development entities, ensuring direct alignment between workforce strategies and statewide economic priorities. Council membership includes representatives from the Department of Business, Economic Development and Tourism, the Maui Economic Development Board, and the Kauai Economic Development Board. This composition supports continuous coordination between workforce system activities and regional economic development strategies, sector priorities, and labor market needs.

Through these partnerships, the Council leverages the subject-matter expertise of economic development leaders to inform policy development, sector strategies, and investment decisions, while simultaneously strengthening performance outcomes across local workforce areas. This collaborative framework enables the workforce system to respond more effectively to industry demand, emerging economic conditions, and employer-identified skill requirements.

In June 2024, with support from the U.S. Department of Labor, the Council and its staff received targeted technical assistance and capacity-building support. The training addressed key areas of workforce system governance, performance accountability, and program effectiveness,

further enhancing the Council's ability to integrate workforce and economic development objectives.

Alignment with economic development priorities is also reinforced through the State's Career and Technical Education programs. All state-approved CTE programs within the community college system are evaluated, in part, based on their responsiveness to Hawai'i's economic and workforce needs. Programs must satisfy eligibility and performance criteria established by the State CTE Office to qualify for federal Perkins funding, thereby ensuring that publicly funded training investments remain demand-driven and economically relevant.

Additionally, the Council has strengthened its strategic partnerships with the University of Hawai'i and the University of Hawai'i Community Colleges. Both systems have established dedicated leadership roles in workforce development, including Directors of Workforce Development tasked with advancing employer engagement, work-based learning, and industry alignment across campuses. Workforce Development is formally recognized as a strategic priority within the University's systemwide plan, further institutionalizing coordination between education, workforce preparation, and economic development goals.

DVR is an active member of the Workforce Development Council as well as local workforce development boards. DVR collaborates with mandatory partners to establish three entry points (Adult Education, VR, and WDD) from which individuals can access the services.

DVR examines labor market data to provide informed choices to its participants about in-demand careers and career pathways. DVR supports services listed as detailed in participants' Individualized Plans for Employment (IPEs). All services on the IPE are targeted to provide individualized services to 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.

DVR, as part of the comprehensive state workforce system, is dedicated to Hawaii's Generational Commitment: "By 2045, all people of Hawaii will have a path to a career that enables them to learn, work and thrive in Hawaii and contribute to a vibrant local economy grounded in community values".

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.

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.).*

WDD and WDC

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 the required new performance data as well as the new employer engagement data.

Access to the electronic data maintained in the system is limited to authorized personnel of the 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.

Title II: Adult Education

HIDOE 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.

DVR

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. AKAMAI-Aware manages different case types, such as Potentially Eligible, Pre-ETS, 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 (DVR) leverages the partner resources wherever accessible to support career planning and service delivery for individuals with disabilities statewide. DVR uses the Aware case management system for federal reporting under Title IV to the Department of Education, Office of Special Education & Rehabilitation Services, Rehabilitation Services Administration.

HIDOE 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.

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

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 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 AJCs by hard copy and also by fillable pdf via the DHS DVR website at http://humanservices.hawaii.gov/vr/apply/referral. the DVR application is also available via fillable pdf at https://humanservices.hawaii.gov/vr/apply/application/

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

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 (WDC)

The Workforce Development Council is composed of 41 members and is one of the largest boards in the State. Members representing the private sector, labor, and workforce-related organizations are appointed by the Governor and serve on a voluntary basis for terms not to exceed eight consecutive years. Consistent with statutory requirements, the majority of the Council's membership represents the private sector.

Within the Council's composition, four members represent the local workforce development boards. Eight members, representing approximately 20 percent of the Council, represent labor or workforce development organizations. This category includes representation from a Native Hawaiian organization that operates workforce development programs, as well as a joint labor-management apprenticeship program.

Required WIOA core partners are represented on the Council. The Superintendent of the Department of Education represents Title II and has designated the Director of the Workforce Development Branch as designee. The Director of the Department of Labor and Industrial Relations represents Titles I and III and has designated an agency representative as designee.

The Administrator of the Division of Vocational Rehabilitation within the Department of Human Services represents Title IV and serves as a voting member of the state board.

In addition, the Governor, the four county mayors (County of Kauai, County of Hawai‘i, City and County of Honolulu, and County of Maui), the President of the University of Hawai‘i, and two members of the Legislature—appointed respectively by the President of the Senate and the Speaker of the House—serve as members of the Council.

Members representing the local workforce development boards are appointed by their respective county mayors. The Chair of each local workforce development board serves on the state board, further strengthening coordination between state and local governance structures.

The Council meets quarterly and at such other times as deemed necessary, consistent with board rules and operational requirements. Members of the Governor’s Cabinet may designate, in writing, an authorized representative to attend meetings and vote on their behalf.

The Chair of the Council is appointed by the Governor in accordance with Hawai‘i Revised Statutes Chapter 202 and is selected from among the private sector members. The Chair serves as the presiding officer and spokesperson of the Council. The Vice Chair and Assistant Vice Chair are elected by the Council’s membership.

As of February 10, 2026, the Council has three vacancies within the private sector membership category and three vacancies within the labor representation category. The Council continues to prioritize filling these vacancies as expeditiously as practicable.

The appointment and confirmation process is influenced by Hawai‘i’s part-time Legislature. Appointments may occur during the interim period and are subject to Senate confirmation during the subsequent legislative session. While this structure can affect confirmation timelines, the Council remains committed to working with appointing authorities to support an efficient and timely process. The Council remains confident that the board will be fully constituted within the year.

Despite these vacancies, the Council remains strong and effective. Its membership reflects a broad cross-section of industries, agencies, and stakeholder perspectives. Attendance at Council meetings consistently exceeds quorum requirements, and members are highly engaged in both Council and committee work.

To support effective governance and sustained engagement, the Council has implemented a robust onboarding and orientation process for new members. Council members regularly participate in meetings, webinars, and briefings and are actively involved in advancing workforce priorities.

In 2024, the Council revised its by-laws to strengthen governance, improve operational clarity, and ensure sound organizational practices. While a more prescriptive nomination process was considered, guidance from the Office of the Attorney General indicated that maintaining a

broader, more flexible approach was preferable and consistent with statutory intent.

Pursuant to HRS Chapter 202, the quorum requirement is set at 16 members while the Board is not fully constituted. Given ongoing transitions in corporate leadership and organizational representation, some level of membership turnover is expected. To preserve institutional knowledge and leadership continuity, the Council established two Vice Chair positions and emphasizes regular engagement between leadership and members.

The Executive Director maintains regular contact with Council members through one-on-one outreach and holds periodic meetings with Committee Chairs to align priorities and provide strategic direction within their respective areas of responsibility.

Looking ahead, the Council is planning a comprehensive board training session in 2026 to further strengthen member capacity and governance effectiveness. This training will include both State Council members and Local Workforce Development Board members. A similar statewide training was successfully conducted in 2024 and covered key topics such as the Sunshine Law, ethics, WIOA fundamentals, and board roles and responsibilities.

Together, these efforts reflect the Council's commitment to strong governance, informed leadership, and sustained engagement across Hawai‘i's workforce development system.

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: WIOA Partners: Division of Vocational	5

Private Sector Members (Majority of the Board)/ Is composed of private sector organizations and local workforce development board chairs	21
Vocational 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

(Chair) 1. De Mello	Keith	Senior Vice President	Ulupono Initiative (Private Sector)
(Vice Chair) 2. Malone	Trang	Workforce Initiatives Manager	CVS Health
3. Benn	Jason	Senior Vice President and Chief Transformation and Administrative Officer	First Hawaiian Bank
4. Bermudes	Manu	Vice President, Human Resources	Hawaii Gas Company (Private Sector)
5. Chang	Douglas	General Manager	Turtle Bay Ritz-Carlton Oahu
6. Cross	Cheryl	President and Principal Owner	C.A. Cross and Associates, LLC (Private Sector and Small Business)
7. Denise	George	Director, Project Management	General Contractors Association
8. Fukumoto	Rona	President and CEO	Lanakila Pacific (Private Sector)

9. Ihori	Shelli	Associate Director, Workforce Development	Hawai'i Pacific Health (Private Sector)
10. Kanehira	Derek	Senior Vice President, Human Resources	Alexander and Baldwin (Private Sector)
11. Knox	Sean	President	Hawai'i Employment Services Inc. (Private Sector)
12. Miyashiro	Cary	President	Quad Solutions (Private Sector and Small Business)

13. Nakamura	Sean	Corporate Controller and Treasurer	Tradewinds Group
14. Vacant*		Pending Governor's Appointment	
15. Vacant*		Pending Governor's Appointment	
16. Vacant*		Pending Governor's Appointment	
17. Kukahiko	Kehaulani	Kauai Mayor's Representative	Kauai Workforce Development Board
18. Lum-Lee	Christopher	Board Chair	Oahu Workforce Development Board
19. Guardascione	Rosella	Board Chair	Hawai'i County Workforce Development Board
20. Wilkins	Leslie	Board Chair/President	Maui County Workforce Development Board/Maui Economic Development Board (Private Sector)

21. Akana	Amber	Union Representative	Seafarers International Union of North America (Labor sector)
22. Collins	Scott	Field Services Officer	Hawai'i Government Employees Association (HGEA) (Labor sector)
23. Dizon	Dion	Business Representative	International Brotherhood of Electrical Workers (IBEW) Local 1186 (Labor sector)

24. Meatoga III	Pane	Deputy Political Director	Operating Engineers Local 3 (Labor sector)
25. Scanlan	Tui	President	International Association of Stage and Theater Employees (IASTE) Local 665 (Labor sector)
26. Woo	Lorna	Director, Government Affairs	International Union of Painters and Allied Trades, District Council 50 (Labor sector)
27. Vacant*		Pending Governor's Appointment	(Labor sector)
28. Vacant*		Pending Governor's Appointment	(Labor sector)
29. Kurokawa	Carla	Manager, Employment and Training	Alu Like, Inc. / Native Hawaiian workforce entity (Community-based Native Hawaiian Organization)

30. Garrett	Andrew	Representative	State House of Representatives
31. Dela Cruz	Donovan	Senator	Hawai'i State Senate
32. Bissen Designee: Jade Rojas-Letisi	Richard	Mayor	County of Maui
33. Blangiardi Designee: Andrew Kawano	Rick	Mayor	City & County of Honolulu
34. Kawakami Designee: Nalani Brun	Derek	Mayor	County of Kauai

35. Alameda Designee: Benson Medina	Kimo	Mayor	County of Hawai‘i
36. Green, M.D. Designee: Dan Kouchi	Joshua	Governor	State of Hawai‘i
37. Dias	Lea	Administrator	Division of Vocational Rehabilitation, Dept. of Human Services
38. Hayashi Designee: Wanelle Kaneshiro	Keith	Superintendent	Hawaii Department of Education (DOE)
39. Hensel Designee: Lui Hokoano	Wendy	President	University of Hawaii system
40. Tokioka Designee: Thomas Chock	James	Director	Department of Business, Economic Development and Tourism
41. Butay Designee: David Rodriquez	Jade	Director	Dept. of Labor and Industrial Relations

*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 grantees include the McKinley Community School for Adults and the Waipahu Community School for Adults.

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 Adult/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, McKinley & Waipahu Community Schools for Adults, 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:

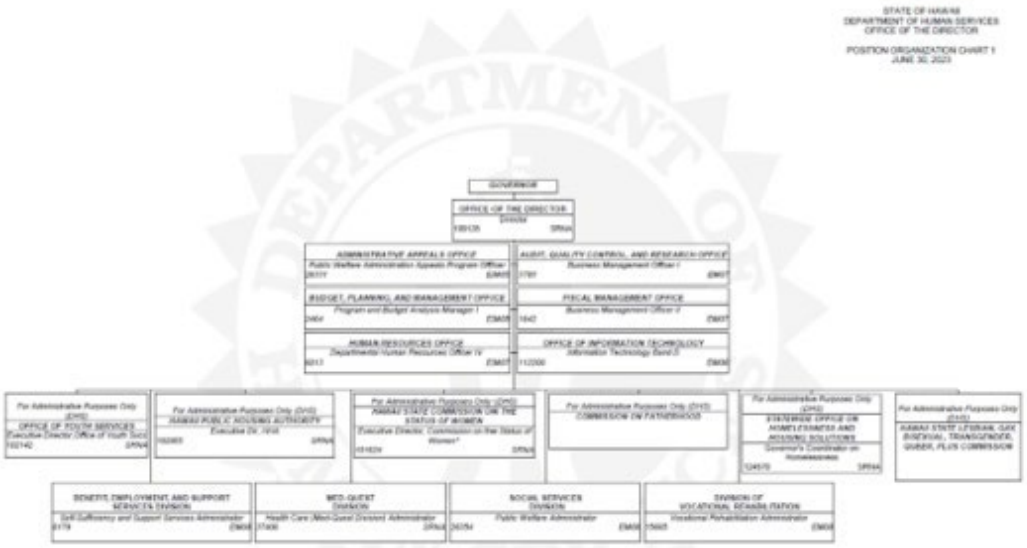
Social Services (SSD) which provides protection from abuse and neglect for children and dependent adults.

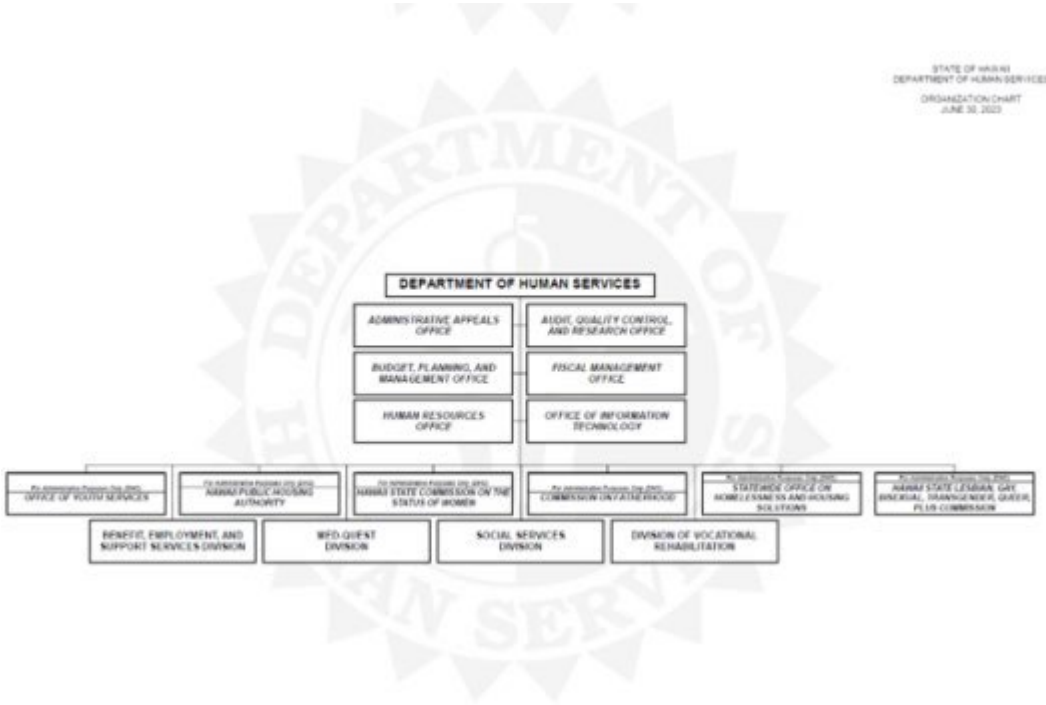
Benefit, Employment and Support Services (BESSD) which includes Temporary Assistance for Needy Families and SNAP.

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.





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 may be available for workers under previously approved petitions. *Workers may receive services via co-enrollment in other programs, particularly the Dislocated Worker program. WDD's policy for TAA and DW joint co-enrollment allows for participant choice rather than mandatory enrollment.* Under a 2023 allocation to WDD, outreach and administrative duties continue. 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 performed at intake by AJC staff, whether it is performed electronically, in-person, or by phone, eligible veterans, and other eligible persons who are interested in receiving an individualized career service and has a qualifying employment barrier are referred by non-JVSG staff at all American Job Centers (AJCs) in Hawai'i to the JVSG Disabled Veteran Outreach Program (DVOP) Specialists for services. The Local Veteran Employment Representative (LVER) engages with employers to promote hiring of veterans, participates as an active member of AJC business service teams, assists with or coordinates AJC job fairs for 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 may establish 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 AJCs on all islands 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)

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

3. 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 consider 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.

In 2025, the Workforce Development Council started a monthly coordination meeting with local areas, including service providers. Each of the local areas is asked to report on their performance measures and financial status, as well as challenges and successes. The coordination meeting has been a forum for new ideas, lessons learned and alignment amongst the team. It also promotes trust and better coordinated efforts overall.

WDC’s *Performance Management and Finance 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. It meets quarterly and is provided with information by the local areas through the Administrative Services office. In 2025, the When appropriate, this committee will make recommendations to the full Council on any action to be taken, recommendations, or corrective action plans.

The outcomes of the monthly coordination meeting are reported during the quarterly Performance Management and Finance committee meeting. Depending on the reports, the Committee has the ability to establish fiscal protocols, outlining key procedures and safeguards to ensure compliance, accountability, and transparency in overseeing fiscal matters.

On a periodic basis, the Committee will request performance reports from all Core Partners and evaluate on-going progress to meet established performance goals. The Committee will make recommendations as necessary. Each Core Partner will also report on their goals in a written report 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, through the DLIR Administrative Services Office, 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. The program outcomes will be included in the quarterly written reports that are submitted to the Workforce Development Council,

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 developed for Titles I, III and IV. This self-assessment will be submitted to the Workforce Development Council's Performance Management and Finance Committee by _____ of each year.

Three main criteria will be considered in the annual evaluation, including1)effectiveness, 2) programmatic and physical accessibility, and 3) 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. This monitoring will be submitted to the WDC's Performance Management and Finance Committee by _____ of each year.

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 with 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. DVR will also submit these outcomes in a written report for the quarterly Workforce Development Council meeting.

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)

The Certification policy provides an assessment of how well partner programs deliver 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 were certified for 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 meets 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

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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 in 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
Employment Rate, Q2	**55.0%**	**63.3%**	**115.1%**	**60.0%**	**76.3%**	**127.2%**
Employment Rate, Q4	**64.0%**	**60.6%**	**94.7%**	**65.0%**	**77.3%**	**118.9%**
Median Earnings	**$5,450**	**$7,123**	**130.7%**	**$6,800**	**$7,385**	**108.6%**
Credential Rate	**65.0%**	**44.6%**	**68.6%**	**58.0%**	**36.7%**	**63.3%**
Measurable Skill Gains	**50.0%**	**48.5%**	**97.0%**	**55.0%**	**65.6%**	**119.3%**

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

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

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
Employment, Education, or Training Rate, Q2	**55.5%**	**64.9%**	**116.9%**	**68.0%**	**69.4%**	**102.1%**
Employment, Education, or Training Rate, Q4	**54.0%**	**65.8%**	**121.9%**	**62.0%**	**73.0%**	**117.7%**
Median Earnings	**$3,700**	**$3,910**	**105.7%**	**$4,300**	**$4,881**	**113.5%**
Credential Rate	**63.1%**	**69.0%**	**109.4%**	**65.0%**	**81.0%**	**124.6%**
Measurable Skill Gains	**50.0%**	**34.7%**	**69.4%**	**53.0%**	**44.4%**	**83.8%**

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	2023-2024	2024-2025
Employment Rate (Q2) Achieved	44.05%	29.48%
Employment Rate (Q4) Achieved	42.87%	38.23%

Media Earnings Achieved	$7200	$6195

Program Year	2023-2024	2024-2025
Credential Rate Achieved	34.80%	43.90%
Measurable Skills Gain Achieved	42.43%	44.30%
Overall Percent Achieved State Program Score - Average of achieved percentages	41.04%	38.98%

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.

Program Year 23-24

Indicator	Negotiated	State	Hawaii	Maui	Kauai	Oahu	Other (No Value Entered, out of State Counties, etc.)
Employment Rate (Q2) Achieved	20%	44.05%	43.86%	44.23%	41.51%	44.82%	21.67%
Employment Rate (Q4) Achieved	22%	42.87%	43.35%	45.03%	47.73%	42.26%	32.22%
Media Earnings Achieved	$6000	$7200	$6573.50	$5631	$5329.50	$7500	$5200
Credential Rate Achieved	17%	34.80%	43.75%	41.38%	10%	34.99%	22.22%
Measurable Skills Gain Achieved	37.5%	42.43%	42.11%	42.07%	54.35%	41.32%	47.37%

Program Year 24-25

Indicator	Negotiated	State	Hawaii	Maui	Kauai	Oahu	Other (No Value Entered, out of State Counties, etc.)
Employment Rate (Q2) Achieved	20.5%	29.48%	41.38%	50%	30.56%	27.08%	24.68%
Employment Rate (Q4) Achieved	22.5%	38.23%	41.94%	49.19%	41.94%	37.68%	25%
Media Earnings Achieved	$6,200	$6195	$5246	$7492	$6965	$6112.50	$6322
Credential Rate Achieved	17.5%	43.90%	53.19%	54%	23.08%	43.81%	14.29%
Measurable Skills Gain Achieved	37.7%	44.30%	46.45%	38.30%	53.57%	44%	43.74%

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.

HIDOE utilizes data matching Unemployment Insurance records and postsecondary education placement data beginning with the program year 2023 AEFLA reporting requirements. Data matching Unemployment Insurance records proves more accurate data collection activities 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
Employment Rate, Q2	**54.0%**	**59.4%**	**110.0%**	**54.0%**	**58.0%**	**107.4%**
Employment Rate, Q4	**52.0%**	**57.5%**	**110.6%**	**52.0%**	**63.7%**	**122.5%**
Median Earnings	**$7,300**	**$8,506**	**154.7%**	**$7,300**	**$8,814**	**120.7%**

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 ***: PLEASE UPDATE DATA TABLE, IF AVAILABLE***

Indicator	**PY 22 Outcome**	**Negotiated**
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 of 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 broaden funding with other Workforce partners, the HIDOE and the DOH-DDD. Braided funding of cases will become the norm rather than the exception to support HDVR's opening of OOS categories for services in the future.
3. 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 by a minimum of 90 days (by 1%).

5. Annually increase the employment retention rates by 4% from PY22 to PY23; and
6. 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)).

Studies for Research and Evaluation

In accordance with the evaluation requirements at 20 CFR 682.220, the State of Hawai'i used unexpended Workforce Innovation and Opportunity Act Program Year 2022 funds to support a series of statewide research and evaluation activities. These investments supported allowable statewide activities and were intended to strengthen system capacity, enhance employer engagement, increase public awareness of workforce services, improve fiscal stewardship, and generate data to inform continuous improvement across Hawai'i's WIOA workforce system. Project activities were carried out between September 2024 and June 2025.

The following summarizes the State's major research and evaluation projects implemented during the program year.

Project 1: Building Community College Workforce Capacity

Grantee: University of Hawai'i Community Colleges

The University of Hawai'i Community Colleges conducted a statewide evaluation to assess institutional practices related to identifying WIOA-eligible participants and delivering workforce education and training aligned with labor market needs. The project was implemented as an allowable statewide activity under 20 CFR 682.210 and focused on identifying opportunities to improve coordination among WIOA core programs, promote greater consistency in intake practices, and strengthen employer-informed training pathways.

Evaluation activities included documenting and comparing campus-level intake processes, reviewing participant and enrollment data, assessing Eligible Training Provider List policies, and examining practices used in other states. Data sources included administrative records, customer feedback, staff interviews, and labor market information.

Project partners included the local workforce development boards, the Workforce Development Division, the Chamber of Commerce Hawai'i, and statewide sector partnerships. Findings from the evaluation are intended to inform future system alignment efforts and support improved access to WIOA-funded training opportunities.

Project 2: Increasing Work-Based Learning Opportunities for Students (Grades 7–12)

Grantee: Hawai‘i P–20 Partnerships for Education

Hawai‘i P–20 Partnerships for Education evaluated and expanded its statewide work-based learning intermediary model to support employer engagement and career readiness for students in grades 7 through 12. The project was implemented as an allowable statewide activity under 20 CFR 682.210 and supported innovative strategies, employer partnerships, and evidence-informed approaches for youth.

Intermediary activities included coordination of internships, job shadowing experiences, career fairs, teacher externships, and employer recruitment. Evaluation components included participation tracking, employer feedback, student reflections, and documentation of regional differences in access and implementation. The initiative built on prior program activity, during which intermediaries facilitated approximately 200 work-based learning activities involving about 1,000 professionals and 15,000 students.

Partners included the Hawai‘i Department of Education, GEAR UP Hawai‘i, the Harold K.L. Castle Foundation, the Workforce Funders Collaborative, and intermediary organizations such as the Chamber of Commerce Hawai‘i, the Kauai Economic Development Board, and Cultivate Hawai‘i.

The evaluation examined alignment with labor market needs, equity of access, and indicators of student preparedness. Findings are intended to inform future refinement of work-based learning practices and support stronger connections between education and industry. The project supported WIOA-eligible youth and other priority populations by providing early exposure to career pathways and employability skill development.

Project 3: American Job Center Public Awareness and Engagement Campaign

Grantee: Becker Communications, Inc.

Becker Communications, Inc. conducted a statewide public awareness and evaluation campaign to assess and address limited public visibility of Hawai‘i’s American Job Centers. The project was implemented as an allowable statewide activity under 20 CFR 682.210 and focused on outreach, awareness assessment, and access to services for priority populations.

Activities included administration of a baseline awareness survey, development of targeted messaging, implementation of digital and media campaigns, social media management, community presentations, and email outreach. Media placements included statewide and neighbor island outlets, as well as ethnic media publications. Outreach efforts targeted employers, jobseekers, veterans, individuals with disabilities, youth, and rural communities.

Evaluation measures included survey results, media analytics, social media engagement data, website traffic, and qualitative community feedback. Findings informed future communication strategies, identified remaining awareness gaps, and supported continuous improvement in outreach and engagement efforts.

Project 4: Research to Improve Hawai‘i’s WIOA Workforce System

Grantee: Axios Strategy, LLC

The State engaged a research contractor to examine system-level challenges within Hawai‘i’s WIOA workforce system and identify opportunities for improvement. The project was implemented as an allowable statewide activity under 20 CFR 682.210 and focused on reviewing operational practices and identifying evidence-informed approaches to support effective service delivery.

Research activities included analysis of administrative and performance data, consultation with state and local workforce staff, mapping of referral and service pathways, and review of outreach and enrollment practices. The contractor also reviewed practices used in other states related to intake processes, coordinated referrals, employer engagement, and communication strategies.

Based on this analysis, the contractor developed policy and operational recommendations intended to inform improvements in fund utilization, intake and enrollment processes, employer engagement, and coordination across workforce partners. Findings are being utilized to support ongoing system improvement efforts.

Project 5: Transportation Sector Workforce Analysis and Partnership Development

Grantee: University of Hawai‘i

The State of Hawaii and the University of Hawai‘i partnered to implement a statewide project to support sector partnership development in the transportation industry, consistent with allowable statewide activities under 20 CFR 682.210(b). The project included a transportation workforce analysis and initial convening of a Transportation Sector Partnership.

The workforce analysis used labor market information, employer input, and regional projections to assess workforce demand across land, marine, and aviation transportation subsectors. The analysis identified priority occupations, skill gaps, credential requirements, and emerging training needs, considering Hawai‘i’s geographic conditions and transportation infrastructure.

Following completion of the analysis, the University of Hawai‘i partnered with the Chamber of Commerce Hawai‘i to convene employers, education providers, government agencies, and community stakeholders. Early convenings focused on identifying sector leadership, forming a steering committee, and establishing data-informed priorities. The project supported future workforce planning aligned with transportation sector needs and the goals of the State Unified Plan.

Project 6: Fiscal Policy Review, Training, and Operations Manual Update

Grantee: TheGATeam

The State engaged a fiscal training provider to support consistent application of WIOA fiscal requirements across Local Areas, the Workforce Development Division, the Administrative Services Office, and the Workforce Development Council. The project was implemented as an allowable statewide activity under 20 CFR 682.210 and focused on strengthening administrative capacity and fiscal oversight.

Activities included review of existing fiscal policies, procedures, and internal controls to identify areas requiring clarification or alignment. Based on this review, the contractor developed standardized training materials and pre-training assignments addressing Uniform Guidance, cost allocation, procurement requirements, monitoring expectations, documentation standards, and allowable cost determinations.

Statewide fiscal training was delivered in June 2025 to staff with fiscal responsibilities. As a secondary deliverable, written fiscal guidance and operational materials were updated to reflect clarifications identified through the review and training process. The project supported improved fiscal consistency and compliance across Hawai‘i’s WIOA workforce system.

Prior Research Studies Conducted

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

In 2021, 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 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.

B. Link to report: https://labor.hawaii.gov/wdc/files/2023/11/DLIR-HI-CAN-User-Report-Part-I-II-06092023.pdf “The Underserved Populations in Hawai‘i”

he WDC completed a report on the underserved population in Hawai‘i that went 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 were 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

ink to report: https://labor.hawaii.gov/wdc/files/2019/06/Underserved-Population-Report.pdf

C."Hawaii Labor shed: Who Stays, Leaves, and Comes."

The report examined 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 with 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 used 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 was presented to the local boards, AJCs, WIOA partners, and WDC board.

D."Understanding the On-Demand Workforce"

The National Governor's Association (NGA) had 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 was 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 was little extant data on on-demand workers, who are irregularly scheduled workers.

In-state partners included 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 focused 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 conducted a statewide survey to develop a benchmark for on-demand workers. The national pilot program continued through March 2020.

Link to Report: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://labor.hawaii.gov/wdc/files/2021/01/HawaiiOnDemandEconomySurvey-FinalReport-2021-01-28.pdf

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 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 on 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.

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

Where:

LocalYouthShare = Amount Allocated to Local Area for the Youth Program

Lyp = Local Area's Excess Youth Poverty

Syp = Statewide Excess Youth Poverty

Lyu = Local Area's Excess Youth Unemployment Syu = Statewide Excess Youth Unemployment
Wp = Excess Poverty Weight

Wu = Excess Unemployment Weight

The data source for the excess poverty factor in the Youth Program discretionary formula is the "Age by Ratio of Income to Poverty Level in the Past 12 Months," (Identification no. B17024) collected from the most recent U.S. Census Bureau, "American Community Survey 1-Year

Estimates." The data is by county. Individuals from ages 12 to 24 who are 74 percent below or under the poverty level are counted.

The data source for the excess unemployment factor in the Youth Program discretionary formula is the "Sex by Age by Employment Status for the Population 16 Years and Over," (Identification no. B23001) collected from the most recent U.S. Census Bureau, "American Community Survey 1-Year Estimates." The data is by county. Male and female individuals from ages 16 to 24 who are unemployed are counted. The statewide average unemployment rate is obtained from the U.S. Bureau of Labor Statistics, "Local Area Unemployment Statistics" (LAUS) program. The statewide unemployment rate must be an annual average of the same time as the data used in the ACS data source. Excess unemployment is the difference between the local

area's average unemployment rate and the statewide average unemployment rate.

Adult Program Discretionary Formula

The following formula calculates the amount allocated to a local area for the Adult Program. The sum of the weighted discretionary factors is multiplied by 30 percent of the total amount of Adult Program funds allocated to all local areas.

LocalAdultShare=[(*Lap/Sap*)*Wp+*(*Lau/Sau*)*Wu*]30% *of Adult Funds*

Where:

LocalAdultShare = Amount Allocated to Local Area for the Adult Program

Lap = Local Area's Excess Adult Poverty

Sap = Statewide Excess Adult Poverty

Lau = Local Area's Excess Adult Unemployment Sau = Statewide Excess Adult Unemployment
Wp = Excess Poverty Weight

Wu = Excess Unemployment Weight

The data source for the excess poverty factor in the Adult Program discretionary formula is the "Age by Ratio of Income to Poverty Level in the Past 12 Months," (Identification no. B17024) collected from the most recent U.S. Census Bureau, "American Community Survey 1-Year Estimates." The data is by county. Individuals from ages 25 to 64 who are 74 percent below or under the poverty level are counted.

The data source for the excess unemployment factor in the Adult Program discretionary formula is the "Sex by Age by Employment Status for the Population 16 Years and Over," (Identification no. B23001) collected from the most recent U.S. Census Bureau, "American Community Survey 1-Year Estimates." The data is by county. Male and female individuals from ages 25 to 64 who are unemployed are counted. The statewide average unemployment rate is obtained from the U.S. Bureau of Labor Statistics, "Local Area Unemployment Statistics" (LAUS) program. The statewide unemployment rate must be an annual average of the same time as 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 HIDOE 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 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. 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
- 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 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 HIDOE before receiving AEFLA funds.

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

An eligible provider within HIDOE that receives an award, award will be made through HIDOE'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 HIDOE 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 HIDOE 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 HIDOE 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 HIDOE 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 HIDOE as required by 29 USC §3302. *State distribution of funds; matching requirement*. The specific amount will be determined by the HIDOE 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 HIDOE 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 HIDOE's public-facing website

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

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

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, HIDOE's public-facing website. Information on accessing the announcement and application from 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.

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*

HIDOE 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 are 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.)*

III. Explanation of How the WDC Will Assist the Governor in Aligning Technology and Data Systems Across Required One-Stop Partner Programs

The Hawai‘i Workforce Development Council (WDC), through a newly created Technology Committee, plans to advance the alignment of technology and data systems across all required one-stop partner programs to improve service delivery, reduce administrative burden, and enhance access for individuals, including unemployed individuals.

Historically, the Council, working in partnership with the Department of Labor and Industrial Relations (DLIR) and WIOA Core Partners, supported efforts to streamline participant intake and data sharing through the Hawai‘i Online Workforce Referral System.

This initiative, funded through a U.S. Department of Labor Reemployment Data Systems Integration Grant, sought to integrate participant management systems across WIOA Titles I, II, III, and IV. While the system did not advance beyond beta testing, its foundational concepts informed the development of subsequent initiatives, including the Hawai‘i Career Acceleration Navigator (HICAN).

Building on these efforts, the State Board continues to work with DLIR and partner agencies to explore the use of a unified technology platform capable of supporting co-enrollment, consistent data collection, and standardized reporting across programs. HireNet Hawai‘i contains key modules that can support system integration and remains central to ongoing discussions regarding platform alignment.

Looking forward, the State Board will also support the responsible integration of artificial

intelligence (AI)–enabled tools to further advance system alignment and improve service delivery. Potential AI applications under consideration include:

- **AI-assisted common intake and eligibility screening tools** that reduce duplicative data entry, dynamically guide individuals through intake questions, and identify potential co-enrollment opportunities across WIOA partner programs.
- **Virtual assistant and chatbot technologies** to provide real-time, user-friendly navigation support for jobseekers and employers, including information on program services, eligibility requirements, and referrals.
- **Data quality and integration tools** that identify duplicate records, improve data consistency across systems, and support accurate and timely performance reporting.
- **Advanced labor market analytics and career navigation tools** that translate workforce data into actionable career pathway information aligned with employer demand and sector strategies; and
- **Analytics** to support monitoring of participation and outcomes and inform continuous improvement efforts.

All AI-enabled tools will be implemented in a manner consistent with federal and state data privacy requirements, consumer protections, and WIOA regulations. AI will be used to augment, not replace, human decision-making, case management, and program oversight.

Through these combined efforts, the Council assists the State in promoting a more integrated, data-driven workforce system that improves customer experience, enhances coordination among partners, and ensures unemployed individuals and other job seekers receive timely, effective, and access to workforce services for all involved.

I. *DESCRIBE THE STATE'S DATA SYSTEMS AND PROCEDURES TO PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION116(D)(2)).*

Please see previous section for more details on this effort.

In summary, 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 with 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 who need 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 the services needed 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.

HIDOE 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.

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.

Title I and III

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.

Title II

The HIDOE 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?*

HIDOE 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

Title IV

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 provide 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.

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 access.

A. 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.

B. 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 utilizing data across agencies for either improved customer service or improved measurement and tracking of outcomes is ensuring the integrity of all data and ensuring confidential data is treated as such.

This is accomplished with various technical safeguards and ensuring personnel handling this data are properly trained in all relevant regulations and the fundamentals of handling personal and confidential data.

Technical safeguards may include:

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

All State personnel undergo annual training on the proper handling of confidential data. This training is updated to reflect the most current statutes and interpretations. Those specifically involved in reporting are trained in the various de-identification and aggregation rules that apply.

All core partners that will provide and/or share data to execute federal program requirements do so under a signed MOU to ensure the security of sensitive information. All core partners 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 MOUs.

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.

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*

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

B. *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 desire 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 desire 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 serving 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 AJC's, partner agencies, or learning institutions to help individuals with specific resources to aid 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.

<u>Monitoring Compliance</u>

Qualified job training programs that have served, at the national level, an average of 1,000 or more covered persons each year for the three most recent years, are required to collect and report data on covered entrants. Covered persons are called covered entrants at the point of entry. [20 CFR 1010.300]. Six programs meet the reporting threshold: (1) WIOA Adult; (2)

WIOA Dislocated Worker; (3) National Dislocated Worker Grants; (4) Wagner-Peyser State Grants; (5) Trade Adjustment Assistance (TAA); and (6) Senior Community Service Employment Program. The Information Collection Request (ICR) requires: (1) a report on covered entrants; and (2) application of the new definitions for veterans and covered persons in existing reports on covered participants.

These programs must collect individual record data on covered persons from the point of entry. 120 CFR §I 0I0.330(a)(l) & (c)1. For both covered and non-covered persons in qualified job training programs information collected includes, but is not limited to [20 CFR

§I010.330(c)(l)(i- iv)): (1) status of all persons receiving services; (2) types of services provided; (3) dates that services were received; and (4) employment outcomes. The HireNet 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 for AJC staff.

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2. 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 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.

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 complaint 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.

3. 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, 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 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 with updated information regarding updates to the system and additional modules as they are made available.

HI CAN use 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 was 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), 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.

IV.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.

IV. 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 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.

IV.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 Kumuao website, a stand-alone-site was taken down, and providers no longer input information directly into that site. The new format includes links to each program of study which show the courses necessary to graduate from the program. This enables the participant and case manager to have the information necessary to create a training plan.

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 in 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. 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 HIDOE and UHCC will be charged with developing improvement strategies that address the root causes of those disparities, misalignments, and inequities as part of their application for funding.

The approach being pursued by the Hawai'i P-20 Partnerships for Education (State CTE Office), HIDOE, and UHCCS in collaboration with WIOA partners, attends to the interactions, intersections, and interdependencies of the Career Pathway System by designing highly integrated program components. It provides 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.

IV.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 "siloed" 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 between 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.

IV.F. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

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

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

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

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

IV.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 local workforce development council.

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*
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; *(b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;*	*Yes*

5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	*Yes*
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	*Yes*
7. The State has taken appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	*Yes*
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	*Yes*
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available	*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

VII.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 (including 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.

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 planned 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, 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 with 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 benefiting, 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. Kauai's history of low unemployment impacts the county's engagement with the workforce system which has also been low. Outreach will be conducted to maximize the utilization of WIOA 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 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. 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

SN-01 WIOA 01-15 Communication System

1. SN-01 WIOA 01-15 Attmt, Mailing List
2. SN-02 WIOA 02-15 PY 15 Allocations
3. SN-02 WIOA 02-15 Attmt, HireNet Maint. Fee
4. SN-03 WIOA 03-15 w-Attmts, Initial Designation
5. SN-03 WIOA 03-15 Initial Designation
6. SN-03 WIOA 03-15 Attmt 3 PY 12, 13 Data Tables
7. SN-03 WIOA 03-15 Attmt 2 Performance Summary
8. SN-03 WIOA 03-15 Attmt 1 Initial Designation Application
9. 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

10. SN-04 WIOA 04-15 w-Attmts, LWDB Certification
11. SN-04 WIOA 04-15 LWDB Certification
12. SN-05 WIOA Bulletin 05-16 Distribution of WIOA Bulletins
13. SN-06 WIOA Bulletin 06-16 Federal Poverty Income Guidelines
14. SN-07 WIOA Bulletin 07-16 Change 1, Revised PY 16 Allocations
15. SN-07 PY16 WIOA Allocations Bulletin 07-16
16. SN-08 WIOA 08-16, 2016 Lower Living Standard Income Level Attachments
17. SN-08 WIOA Bulletin 08-16, 2016 Lower Living Standard Income Level Guidelines
18. 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
19. 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
    e. SN-10 Proposed Bulletin 10-16 Change 1, Eligible Training Provider Policies and Procedures for Public Comment

       Summary of Proposed Changes
20. 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
21. SN-11 WIOA Bulletin 11-16 Conflict of Interest
22. SN-58 WIOA Bulletin 12-16 Change 3 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
23. SN-12 WIOA Bulletin 12-16 Change 2 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
24. SN-12 WIOA Bulletin 12-16 Change 1 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
25. SN-12 WIOA Bulletin 12-16 One Stop Infrastructure Funding and Memoranda of Understanding
26. SN-13 WIOA Bulletin 13-16 Change 1 One Stop Certification

27. SN-13 WIOA Bulletin 13-16 One Stop Certification
28. 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

29. SN-14 WIOA Bulletin 14-16 Adult Program Eligibility and Priority of Service
30. SN-15 WIOA Bulletin 15-16 Change 2 Financial Reporting Forms, Budget Documents, Instructions, and Additional Procedures
31. 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
32. SN-15 WIOA Bulletin 15-16 Financial Reporting Forms and Instructions
33. SN-16 WIOA Bulletin 16-16 Policy on Salary and Bonus Limitations

34. SN-17 WIOA Bulletin 17-16 Procurement Policy and Standards
35. SN-01 WIOA Bulletin 01-17 WIOA Methods of Administration
36. SN-02 WIOA Bulletin 02-17 Change 1 WDC Policy WIOA Methods of Administration (Nondiscrimination Policy)
37. SN-02 WIOA Bulletin 02-17 WDC Policy -WIOA Methods of Administration
38. SN-03 WIOA Bulletin 03-17 Local Board Review of AEFLA Applications
39. SN-03 WIOA Bulletin 03-17 Change 1 Local Board Review of AEFLA Applications
40. SN-04 WIOA Bulletin 04-17 Allowable Cost
41. SN-05 WIOA Bulletin 05-17 Items of Cost
    a. WIOA Bulletin 05-17 Attachment-Matrix of Specific Items of Cost
42. SN-06 WIOA Bulletin 06-17 Cash Management
43. SN-07 WIOA Bulletin 07-17 Policy on Audit Requirements and Resolutions
44. SN-08 WIOA Bulletin 08-17 Policy on Records Retention and Access to Records
45. SN-09 WOIA Bulletin 09-17 PY17 Planning Estimate Allocations
46. SN-10 WIOA Bulletin 10-17 Change 1 Policy on Oversight and Monitoring
47. SN-10 WIOA Bulletin 10-17 Policy on Oversight and Monitoring
48. SN-11 WIOA Bulletin 11-17 Policy on Property and Inventory Management
49. SN-12 WIOA Bulletin 12-17 Closeout Reporting Forms & Instructions
    a. Form WIOA 5: Closeout Check List (excel)
    b. Form WIOA 6: Closeout Reconciliation
    c. Form WIOA 7: Subrecipient Release Form
    d. Form WIOA 8: Subrecipient Assignment Form
    e. Form WIOA 9: Inventory Certification
    f. Form WIOA 10 (Revised 9/20) Instructions for Inventory Listing
    g. Form WIOA 10: Instructions: Instructions for Inventory Listing
    h. Form WIOA 10: (Revised 9/20) Equipment Listing
    i. Form WIOA 10: Equipment Listing (excel)
    j. Form WIOA 11: Subrecipient's Tax Closeout Tax Certification
50. SN-13 WIOA Bulletin 13-17 Change 1 Program Year (PY) 2017 Revised Allocations
51. SN-13 WIOA Bulletin 13-17 Program Year (PY 17) Final Allocations
52. SN-14 WIOA Bulletin 14-17 Recapture and Reallocation
53. SN-15 WIOA Bulletin 15-17 Transfer of Funds Request
    a. Attachment I: Transfer of Funds Request Narrative (fillable pdf)

54. SN-16 WIOA Bulletin 16-18 Change 1 Recording Measurable Skills Gains in HireNet Hawaii
55. SN-16 WIOA Bulletin 16-18 Recording Measurable Skill Gains in HireNet Hawaii
56. SN-17 WIOA Bulletin 17-18 2017 Lower Living Standard Income Level Guidelines
57. SN-18 WIOA Bulletin 18-18 PY18 and PY19 State Performance Negotiations
58. SN-19 WIOA Bulletin 19-18 PY18 and PY19 Local Workforce Development Board Performance Negotiations
59. SN-20 WIOA Bulletin 20-18 Change 1 Revised Program Year (PY) 2018 Allocations
60. SN-20 WIOA Bulletin 20-18 Program Year (PY) 2018 Allocations
    a. Annual Plan Instructions
    b. Signature Page
61. SN-21 WIOA Bulletin 21-18 2018 Lower Living Standard Income Level Guidelines
62. SN-22 WIOA Bulletin 22-18 Guidance for Modified Local Plan
    a. Attachment 1
    b. Signature Page (fillable word form)
63. Local Plan Definitions
64. SN-23 WIOA Bulletin 23-18 Change 1 Revised Kauai Disaster Dislocated Worker Grant (DWG) Policies and Procedures
65. SN-23 WIOA Bulletin 23-18 Kauai and Oahu Disaster Dislocated Worker Grant Policies and Procedures
66. 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)
67. SN-25 WIOA Bulletin 25-18 Change 1 Revised Hawaii County Disaster Dislocated Worker Grant (DWG) Policies and Procedures
68. SN-25 WIOA Bulletin 25-18 Hawaii Island Disaster Dislocated Worker Grant Policies and Procedures
69. SN-26 WIOA Bulletin 26-19 Minimum Work Experience Requirement for Youth Program Funds
70. 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
71. SN-28 WIOA Bulletin 28-19 Change 1 (Corrected) Program Year (PY) 2019 Revised Allocations
72. 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)

73. SN-29 WIOA Bulletin 29-19 Change 2
    a. Attachment I: Data Validation SOP Manual v1.0 (7.30.21)
74. 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
75. 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
76. SN-30 WIOA Bulletin 30-19 2019 Lower Living Standard Income Level Guidelines
77. 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
78. SN-32 WIOA Bulletin 32-19 Use of Supplemental Wage Information
79. 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
80. 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
81. 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
82. SN-36 WIOA Bulletin 36-20 2020 Lower Living Standard Income Level Guidelines
83. 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
84. 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

85. 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)
86. 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
87. SN-41 WIOA Bulletin 41-20 HireNet Hawaii National Dislocated Worker Grant Attachment
    a. SN-42 WIOA Bulletin 42-20 COVID-19 Disaster Recovery Dislocated Worker Grant (DWG) Policies and Procedures
    b. Attachment 1: Policies and Procedures Disaster COVID-19 Disaster Recovery
    c. Attachment 2: Employee Checklist COVID-19 Disaster Recovery
    d. Attachment 3: Self-Employed Attestation COVID-19 Disaster Recovery
    e. Attachment 4: Worksite Proposal Checklist COVID-19 Disaster Recovery
88. SN -55 WIOA Bulletin 43-20 Change 1 COVID-19 Employment Recovery Dislocated Worker Grant (DWG) Policies and Procedures
89. 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
90. SN-44 WIOA Bulletin 44-21 Guidelines for Using and Sharing the American Job Center Videos
91. SN-45 WIOA Bulletin 45-21 2021 Lower Living Standard Income Level Guidelines
92. SN-46 WIOA Bulletin 29-19 WIOA Data Validation Policy and Procedures
93. SN-48 WIOA Bulletin 01-22 WIOA Title I and III Performance Indicator Results for Program Year 2020

94. SN-49 WIOA Bulletin 02-22 Local Area Performance Failure and Sanctions Policy
95. SN-50 WIOA Bulletin 03-22 Trade Adjustment Assistance and Workforce Innovation and Opportunity Act Title I Dislocated Worker Program Co- Enrollment Policy
96. SN-51 WIOA Bulletin 04-22 Lower Living Standard Income Level Guidelines
97. SN-52 WIOA Bulletin 05-22 Program Year 2022 Allocations
98. SN-53 WIOA Bulletin 04-22 2022 Change 1 Lower Living Standard Income Level Guidelines
99. SN-54 WIOA Bulletin 06-22 The Stevens Amendment
100. SN-55 WIOA Bulletin 07-22 Responsibilities for Reporting Instances of Suspected Fraud, Program Abuse and Criminal Conduct
101. SN-56 WIOA Bulletin 08-22 Guidance on Providing Supportive Services and Needs Related Payments
102. SN-61 WIOA Bulletin 02-23 WIOA Title I Local Workforce Development Board Performance Negotiations and Sanctions Policy
103. SN-62 WIOA Bulletin 03-23 Program Year 2023 Allocations
104. SN-63 WIOA Bulletin 29-19 Change 3 WIOA Data Validation Policy and Procedures
105. SN-64 WIOA Bulletin 12-16 Change 4 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
106. SN-65 WIOA Bulletin 05-17 Change 1 General Provisions for Selected Items of Cost
107. SN-66 WIOA Bulletin 13-16 Change 2 One-Stop (American Job Center) Certification Revised Guidelines
108. SN-69 WIOA Bulletin 05-23 2023 Lower Living Standard Income Level Guidelines
109. SN-70 WIOA Bulletin 01-24 Complaint Procedure
110. SN-71 WIOA Bulletin 02-24 2024 Lower Living Standard Income Level Guidelines
111. SN-73 WIOA Bulletin 03-24, Change 1 Program Year 2024 Allocations
112. SN-74 WIOA Bulletin 07-22, Change 1 Responsibilities for Reporting Instances of Suspected Fraud, Program Abuse, and Criminal Conduct
113. SN-75 WIOA Bulletin 01-25 WIOA Title I and III Performance Indicator Results for Program Year 2023
114. SN-76 WIOA Bulletin 02-25 Program Year 2025 Planning Estimate Allocations
115. SN-77 WIOA Bulletin 02-25 Change 1 Program Year 2025 Allocations
116. SN-78 WIOA Bulletin 03-25 2025 Lower Living Standard Income Level Guidelines

117. SN-79 WIOA Bulletin 06-22 Change 1 The Stevens Amendment – Reminder and Accuracy of Funding Levels

118.

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
8. SN-009 Joint WIOA Bulletin 003-20 Change 1 Social Security Numbers in HireNet Hawaii

SN-10 Joint WIOA Bulletin 04-25 Work Authorization Verification

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
- SN 3 Maui NDWG Bulletin 01-25 – Supportive Services in Maui NDWG

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
8. SN 7 QUEST Bulletin 01-24 – Applicability of WIOA and Other Bulletins to QUEST
9. SN 7 QUEST Bulletin No. 03-23, Change 1 – Revised QUEST Allocations

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 required 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 of 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.

s, 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 on 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.

In PY 24, a total of 24 WARN notices were submitted to DLIR—a decrease from 36 notices in PY 23. Additionally, 11 companies with fewer than 50 employees voluntarily submitted notices regarding upcoming sales, mergers, furloughs, or closures. During the program year, an estimated 983 workers were affected—a significant decline from the 2,872 workers reported in the previous program year.

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 the services needed.

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). 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 State Rapid Response Staff monitoring and oversight of the grant.
3. Local staff working with Local Boards of the affected counties develop aspects of the plan
4. 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 on 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 at 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). Participants may be co-enrolled in other programs as appropriate.

2. If appropriate, the Rapid Response Team will provide additional services on-site for employees, which may include:

    a. Group or Individual Registration

b. Job Search Workshops/Individual Assessment/Counseling

c. Job Search Strategies and Techniques

d. Resume Writing

e. Interviewing

f. TAA Orientations (while the program is in Sunset Status, only to employees who have worked for companies with previously approved petitions)

g. Job fairs/Company matching

h. 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 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) 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 contact 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.

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 identify 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. ETF will pay 50% of the cost (up to an $800 tuition cap) for any course taken that meets its eligibility criteria. Employees must be referred to 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 Kumuao 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

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 31st or the next business day following the end of the most recent program year.

b. Providers are eligible only for programs that are only approved and on the ETPL.

1. Providers must submit evidence of accreditation and/or licensure from the appropriate state or other governing body.
2. Distance learning programs are eligible only when offered by institutions that are fully accredited by a recognized accrediting body.
3. Initial eligibility is limited to a 12-month period commencing on the date when initial eligibility is approved for the applicable program. [WIOA Section 122(a)(4)(B), TEGL 41-14]
4. Once the training program is on the ETPL, the State must terminate eligibility if the eligibility requirements are no longer met, or the institution commits a substantial violation.
5. A "substantial violation" is when the ETPL: (1) fails to meet the State's procedure for timely and accurately submitting required information for annual ETP performance reporting; (2) fails to meet the State's procedure for timely and accurately submitting all required information for initial or continued eligibility; (3) intentionally provides false information; or (4) violates any provision of WIOA Title I or its regulations, including the nondiscrimination and equal opportunity provisions.
6. The State will 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 Hawaii, go to: http://labor.hawaii.gov/wdd/home/job-seekers/apprenticeship/type-of-apprenticeships-available//

1. Registered Apprenticeship programs are automatically qualified for the ETPL as long as the

program remains registered with the United States Department of Labor, Office of Apprenticeship; WDD or until the program asks to be removed from the ETPL by notifying WDD by email at: dlir.workforce.develop@hawaii.gov.

2. Registered Apprenticeship sponsors who wish to be listed on the ETPL will send a completed application to WDD by email to 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 in 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 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 were 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 the LWDB with 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. It 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 (2nd) quarter after exit.

2. unsubsidized employment during the fourth (4th) quarter after exit; median earnings of students who are in unsubsidized employment during the 2nd quarter after exit; and 3. the credential attainment rate.

H. Evaluation Period

The evaluation period is the last two program years, which begins July 1st and ends June 30th of the second year.

I. ETPL Performance Reports

Training providers must annually submit performance data to 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 2nd quarter after exit from the program.

2. The percentage of students in unsubsidized employment during the 4th quarter after exit from the program.

3. The median quarterly earnings of students in unsubsidized employment during the 2nd quarter after exit from the program.

4. The percentage of students who obtain a recognized postsecondary credential or a secondary school diploma or its equivalent (GED or HiSet) during participation or within a year after exit (a secondary school diploma or its equivalent is only counted if the student is also employed or enrolled in another education or training program leading to a recognized postsecondary credential within one (1) year after exit); and

5. The total number of individuals that successfully complete the program of study or equivalent.

J. Notification of Ineligibility or Termination
In rare cases, providers can be or become ineligible and not placed on or is taken off the ETPL for reasons, such as failure to meet standards, submitting inaccurate information, or other violations of WOIA requirements.

K. Application or Initial Eligibility Denials
A training provider or program may be denied initial eligibility for the following reasons:

1. The application is not complete, or information was not provided in a timely manner.
2. The training program does not meet the WIOA definition of training services, which is a program of one or more courses or classes or a structured regimen that leads to:
a. A recognized postsecondary credential, secondary school or equivalent.
b. Employment, or
c. A measurable skill gain toward such a credential or employment.
3. The training program does not result in a federally or locally recognized credential.
4. Performance data is not included with the application or does not meet the minimum performance measures.
5. The training program does not support occupations in demand within the local area.
6. The training provider is not in compliance with the WIOA statute, regulations, or any agreement executed under the WIOA.
7. The State or Local Board determines that the training provider intentionally supplied inaccurate information.

L. Reapplication
When a training provider or program is denied for any reason other than lack of documentation or information, the provider must wait six months to reapply.

M. Denial or Termination Notice
Within ten days after a LWDB determines that a training provider's application does not meet the eligibility criteria, or that a provider's eligibility should be terminated, the LWDB shall issue a denial or termination notice to the training provider. A notice shall be issued listing each training program denied or terminated.
1. The notice shall be mailed to the training provider at the address listed on the application and for the attention of the contact person identified on the application.

The notice shall clear:
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 would 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 for 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 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 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.

<u>Training Provider Responsibilities</u>

Training providers have the following responsibilities:
1. Completing and submitting the appropriate application to 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 or 50.1 percent of all participants to be from a priority of service category.

The success in achieving priority of service for the targeted groups within the Adult program will be measured by a state-established formula comparing the percentage of individuals in the five statutory priority targeted groups (public assistance recipients, other low-income individuals, basic skills deficient, both underemployed and low-income and individuals with a disability), who were enrolled in the Adult program versus the percentage of all other individuals who were enrolled in the program. WDD will utilize the results from the HireNet 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 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 are 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 on 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 year of the first 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 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 on the program from which funds are being moved and the impact on 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, economics, etc.
2. How the transfer of funds 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.

6. *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.

7. *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.[11] 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*.

[11] 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 weighed 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, non-traditional employment), appropriate achievement objectives, and appropriate services for the youth considering the assessment conducted, except that a new service strategy 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 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, prepare a comprehensive youth plan that 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, there 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

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.*

State of Hawaii 2026 Modified State Plan Waiver Requests
DRAFT

The State of Hawaii is requesting the following 4 waivers:

1. Section 129(a)(4)(A) and 20 CFR 681.410 which requires not less than 75% of funds allocated to states under Section 127(b)(1)(C), reserved under Section 128(a), shall be used to provide youth workforce investment activities for Out-of-School youth. Hawaii is

requesting a waiver to reduce the 75% funding requirement for out-of-school youth to 50%. (USDOL has issued 30 waivers as of January 1, 2026)

2. Waiver of WIOA Section 134(c)(3)(H)(i) and CFR 680.720 (b) which limits employer reimbursement for the costs of providing training and supervision in an On-the-Job Training program to 50% of the participant's wage rate. Hawaii is requesting a waiver to allow up to 90% for employers with 50 or fewer employees, as allowed under WIOA Section. (USDOL has issued 9 waivers as of January 1, 2026)

3. Waiver of 20 CFR 681.550 which permits Individual Training Accounts (ITAs) for out-of-school youth ages 16 to 24. Hawaii requests allowing ITAs for in-school youth ages 16 to 24. (USDOL has issued 19 waivers)

4. Waiver to allow the State Board to act as the Local Board (Kauai). Hawaii's current waiver expires June 30, 2028. The request is to extend the waiver period.

5. Waiver for Wagner-Peyser merit staffing regulation to provide greater flexibility in staffing methods used to maximize use of Wagner-Peyser funds and improve service delivery to jobseekers and employers.

6. Waiver for Wagner-Peyser regulations pertaining to full-time and multilingual outreach staff and other requirements for serving migrant and seasonal farmworkers.

Details

Waiver #5: Request to Waive Wagner-Peyser Merit Staffing Requirement

Executive Summary

Description: Request to waive Wagner-Peyser merit staffing regulation to provide greater flexibility in staffing methods used to maximize use of Wagner-Peyser funds and improve service delivery to jobseekers and employers.

State and Local Areas Affected: Statewide in State of Hawaii.

State Leads:

Mr. Jade Butay, Director, State Department of Labor and Industrial Relations; and
Ms. Maricar Pilotin-Freitas, Administrator, State Department of Labor and Industrial Relations, Workforce Development Division

Details of Waiver Request

1. Specific Requirement to Be Waived

Identify the statutory or regulatory provision for which a waiver is requested.

A waiver is requested for this regulation: 20 CFR 652.215 What staffing models must be used to deliver services in the Employment Services?

Currently, states should be working toward compliance with the merit system requirement for Wagner-Peyser staff (88 FR 82658). U.S. Department of Labor (DOL) gave states until January 22, 2026 to implement the merit system requirement that was reinstated on November 4, 2023. On January 20, 2026, the deadline for complying was extended to January 22, 2027 to reduce burdens on states and enable DOL to complete its rulemaking process for a proposed rule that would delete the merit staffing requirement.

DOL's proposed rule published on July 1, 2025 would delete the merit system requirement for Wagner-Peyser. If it is finalized, the need for this waiver request is nullified and automatically withdrawn.

2. Local Barriers (If Applicable)

Describe any local statutory, regulatory, or policy barriers and the steps taken to address them. If no local barriers exist, state that there are none.

In Hawaii, rigid recruitment and selection processes following merit system principles significantly delayed interviewing and hiring which often resulted in no qualified candidates being available. The candidate pool also is much smaller than a decade ago because civil service jobs are no longer as appealing or attractive to jobseekers today. Pay increases based on years of service and future benefits from retirement plans are not among the most desirable job traits for many jobseekers. Serious worker shortages have resulted throughout the State Executive Branch for over a decade, including those for the Wagner-Peyser program. As a result, the Wagner-Peyser program in Hawaii has been understaffed, limiting the capacity to provide maximum services to jobseekers and employers.

The federal Department of Labor (DOL) recognizes the need for flexibility among states when hiring staff for the Wagner-Peyser program. On July 1, 2025, the U.S. Department of Labor (DOL) Employment and Training Administration proposed a rule change to delete 20 CFR 652.215 (90 FR 28239, Wagner-Peyser Act Employment Service Staffing) so that states would have the flexibility to "select the staffing model that delivers the required services in the most efficient manner available to them."

DOL noted that merit staffing imposed an undue burden on States' limited Wagner-Peyser resources. The cost analysis performed by DOL indicated significant cost-savings from removing the merit staffing requirement and anticipated that states were unlikely to use merit staffing for all employees because the same required services would be provided at lower cost.

3. Strategic Goals

Explain the local area goals the waiver is intended to support and how these goals align with the Local and State Plans.

Enabling more staff to be hired quickly will maximize the use of Wagner-Peyser funds for delivery of all services. By not wasting time on inefficient merit system recruitments for all positions, more resources will be directed toward service delivery, expanding the number of jobseekers served and increasing options of individualized career services provided. These

anticipated results relate to state and local goals identified in the State and local plans for creating a more resilient, diversified economy with living-wage jobs.

They are consistent with DOL's proposed rule that eliminating the merit staffing requirement will "allow States to identify and achieve administrative efficiencies" and provide "added capacity to deliver more career services, including individualized career services, which studies have shown improve employment outcomes.

4. **Projected Outcomes**
   Describe expected programmatic outcomes. Example: If requesting a higher employer reimbursement rate for On-the-Job Training (OJT), estimate the anticipated increase in participants or employer participation.

   With the waiver, a 10% increase in number of Wagner-Peyser participants is expected with a 10% increase in number of individualized career services provided.

5. **Populations Affected**
   Identify individuals, groups, or populations impacted by the waiver.

   All jobseekers will be impacted by the waiver, including Unemployment Insurance claimants, because more will be served with a greater number of services.

6. **Impact on Stakeholders**
   Explain how the waiver would affect job seekers, employers, disadvantaged populations, and individuals with barriers to employment.

   The waiver would enable more jobseekers from every population, including disadvantaged populations and individuals with barriers to employment, to be served more effectively with more in-depth individualized career services. Having more staff also means more outreach will be conducted to populations that find it difficult to access American Job Centers due to lack of transportation, awareness, or technology.

7. **Monitoring and Evaluation**
   Describe how the state will monitor implementation and collect data to assess waiver outcomes.

   A comparison will be made between the numbers of persons served before and after the waiver using Wagner-Peyser participant data collected in the state's HireNet Hawaii information management system. Data will include demographics and numbers of services provided by county.

References:

- 20 CFR 652.215 What staffing models must be used to deliver services in the Employment Services?
- Training and Employment Guidance Letter (TEGL) No. 05-25, Maximizing Innovation in Workforce Innovation and Opportunity Act Programs
- TEGL No. 08-18, Workforce Innovation and Opportunity Act (WIOA) Title I and Wagner-Peyser Act Waiver Requirements and Request Process

- Proposed DOL ETA rule, Wagner-Peyser Act Employment Service Staffing issued July 1, 2025 (90 FR 28239) [deletes Wagner-Peyser merit staffing requirement]
- Final DOL ETA rule, Wagner-Peyser Act Staffing, issued November 24, 2023 (88 FR 82658) [reinstates Wagner-Peyser merit staffing, compliance by January 22, 2026]
- Final DOL ETA rule, Wagner-Peyser act Staffing, Delay of Merit Staffing Compliance Date [extends compliance deadline from January 22, 2026 to January 22, 2027]

Waiver #6: Request to Waive Wagner-Peyser Requirements Pertaining to Full-Time and Multi-Lingual Seasonal Farmworker Outreach Staff

Executive Summary

Description: Request to waive Wagner-Peyser regulations pertaining to full-time and multilingual outreach staff and other requirements for serving migrant and seasonal farm workers.

State and Local Areas Affected: All Counties in State of Hawaii.

State Leads:

Mr. Jade Butay, Director, State Department of Labor and Industrial Relations; and
Ms. Maricar Pilotin-Freitas, Administrator, State Department of Labor and Industrial Relations, Workforce Development Division

Details of Waiver Request

2. Specific Requirement to Be Waived
Identify the statutory or regulatory provision for which a waiver is requested.

A waiver is requested for the following requirements found in the Wagner-Peyser regulations regarding services to Migrant and Seasonal Farmworkers (MSFW).

- 20 CFR 653.107(a)(4)
  - During periods of the highest MSFW activity, there must be full-time outreach staff.
  - All outreach staff must be multilingual, if warranted by the characteristics of the MSFW population in the State, and spend a majority of their time in the field.

- 20 CFR 653.108(e)
  - The State Monitor Advocate (SMA) must not perform work such as outreach, complaint processing, and processing services under the Agricultural Recruitment System.
  - The SMA must devote full-time staffing to SMA functions.

Entire sub-sections of the applicable regulations are provided below to provide the full context. Italics and bold font are added to highlight specific requirements for which the waiver is requested.

- 20 CFR 653.107(a)(4)

Each SWA must ensure that there are an adequate number of outreach staff employed in the State to conduct MSFW outreach in each service area of the State and to contact a majority of MSFWs in the State annually. In the 20 States with the highest estimated year-round MSFW activity, as identified by the Department, there must be full-time, year-round outreach staff to conduct outreach duties. ***Full-time means each individual outreach staff person must spend 100 percent of their time on the outreach responsibilities described in paragraph (b) of this section. For the remainder of the States, there must be year-round part-time outreach staff, and during periods of the highest MSFW activity, there must be full-time outreach staff.*** These staffing levels must align with and be supported by information about the estimated number of farmworkers in the State and the farmworker activity in the State as demonstrated in the State's Agricultural Outreach Plan (AOP) pursuant to paragraph (d) of this section. ***All outreach staff must be multilingual, if warranted by the characteristics of the MSFW population in the State, and must spend the majority of their time in the field***.

- 20 CFR 653.108(e)
  The SMA must devote full-time staffing to the SMA functions described in this section. No State may dedicate less than full-time staffing to the SMA position, unless the Regional Administrator, with input from the Regional Monitor Advocate, provides written approval. Any State that proposes less than full-time dedication must demonstrate to the Regional Administrator and Regional Monitor Advocate that all SMA functions can be effectively performed with part-time staffing. ***The SMA must not perform work that conflicts with any of the SMA's duties, such as outreach responsibilities required by § 653.107, ARS processing under subpart F of this part, and complaint processing under subpart E of part 658.***

2. Local Barriers (If Applicable)

Describe any local statutory, regulatory, or policy barriers and the steps taken to address them. If no local barriers exist, state that there are none.

There are no local statutory, regulatory, or policy barriers relating to this waiver request; however, other significant barriers are explained below.

Island Geography. The State of Hawaii has a unique geography among states in its composition of islands, separated by hundreds of miles of open ocean. Aside from infrequent ferry rides between Molokai and Maui, the only viable transportation between islands is by relatively costly inter-island air travel. For this reason, outreach staff will be locally based with a portion of one staff member assigned to perform outreach to MSFW in each county.

Funding Constraints. Because Hawaii's population is among the smallest among states, its Wagner-Peyser funding allotment is usually the minimal amount required. Yet Hawaii is required to fully comply with the same myriad regulations and policies that apply to all states, including those with the largest funding levels.

It would not be cost-effective to have a full-time staff member assigned to outreach, even if limited to the period of highest farmworker activity because many crops are grown year-round

in Hawaii's climate. However, each local area will have one staff member assigned part-time to perform outreach.

Similarly, it would not be cost-effective to support a full-time State Monitor Advocate (SMA), but a staff member will be assigned part-time as the SMA.

The required separation between the SMA and the Local Monitor Advocates (LOMAs) also limits the staffing patterns that may be used. LOMAs deliver services to farm workers, such as outreach, recruitment, and complaint processing, and the SMA's functions are more managerial in nature. While the separation of functions would be useful in a large office, it becomes unfeasible in a small office such as the Wagner-Peyser staff unit in each AJC. To implement the required separation, the SMA role must be assigned to the state level office although the knowledge and expertise acquired through experience with farmers and their workers is found in LOMAs. Allowing greater flexibility by allowing the SMA to also perform some LOMA work would enable the state to determine the most cost-effective staffing pattern based on which would produce the best quality results.

Diverse Farmworker Ethnicities. Discussions with farmers indicate their workers have diverse ethnicities, primarily from different Asian countries. Although the goal is to have outreach workers fluent in the primary languages used by MSFWs, the diversity of languages makes it difficult for *all* outreach workers to be multi-lingual in languages warranted. Interpreter and translation services will be used as needed for languages in which staff lacks fluency. The AJCs have access to interpreter services through a contract with a national vendor for interpretation and translation services. An ongoing partnership with the state's Office of Language Access (OLA) also helps with accessing interpretation services. 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.

8. Strategic Goals

Explain the local area goals the waiver is intended to support and how these goals align with the Local and State Plans.

Approval of the waiver will maximize cost-efficiency, enabling better use of funds allotted and thereby improving and expanding services to MSFWs. Greater flexibility afforded by the waiver will enable the State to respond more quickly to changes in staffing, farmworker needs, and resources available. These anticipated results relate to state and local goals identified in the State and local plans for creating a more resilient, diversified economy with living-wage jobs.

9. Projected Outcomes

Describe expected programmatic outcomes. Example: If requesting a higher employer reimbursement rate for On-the-Job Training (OJT), estimate the anticipated increase in participants or employer participation.

With the waiver, a 10% increase in number of MSFWs served is anticipated with a corresponding 10% increase in number of individualized career services provided to MSFWs.

10. Populations Affected

Identify individuals, groups, or populations impacted by the waiver.

The waiver will impact MSFWs on all islands.

11. Impact on Stakeholders

Explain how the waiver would affect job seekers, employers, disadvantaged populations, and individuals with barriers to employment.

With the cost efficiencies provided by the waiver, an increased number of MSFWs will be served, and they will receive more individualized career services.

12. Monitoring and Evaluation

Describe how the state will monitor implementation and collect data to assess waiver outcomes.

Data currently being collected for MSFWs will be analyzed every quarter to assess numbers of MSFWs being served, number and types of individualized career services being provided, and outcomes for the MSFWs. The SMA also will conduct quarterly meetings with LOMAs to assess progress, identify issues, determine technical assistance needs, and develop corrective actions, including arranging for and providing any applicable training.

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 to measure 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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[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.

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 to measure 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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [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.

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 to measure 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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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 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 to 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.

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 for 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 online, 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 by 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. 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 with 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 with 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 OF NEED TO 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)
Seed Crops	**1**	**$107,470**
Macadamia nuts	**2**	**$62,730**
Coffee	**3**	**$61,947**
Cattle	**4**	**$47,848**
Algae	**5**	**$36,716**

Hawai‘i Farms by Land and Acres

Type	2022	2017
Land in farms (number)	**6,569**	**7,328**
Land in farms (acres)	**1,053,302**	**1,135,352**

Type	2022	2017
Land in cropland in farms (acres)	**242,020**	**296,480**
Harvested cropland (acres)	**60,378**	**84,767**
Harvested cropland (farms)	**4,943**	**5,316**
Irrigated Land in farms (acres)	**41,851**	**45,452**
Irrigated Land in farms (number)	**2,216**	**2,250**

2022 Hired Farm Labor

Type	Workers	Farms
Hired Farm Labor	**9,593**	**1,635**
Worked 150 days or more	**5,695**	**929**
Worked less than 150 days	**3,898**	**1,103**
Migrant Farm Labor on Farms with hired labor	**540**	**78**
Migrant Farm Labor on Farms Reporting only contract labor	**154**	**52**

2022 Farming Sales

Counties	Total Number of Sales ($1,000)
Hawai‘i	**290,342**
Honolulu	**192,823**
Kauai	**96,705**
Maui	**93,906**
State Total	**673,776**

A survey of Hawaii Farmer Needs1 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 Survey2 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 suggest 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 on neighbor islands from expanding their commercial agricultural operations.

1 University of Hawaii, Human Studies Program, 2018 Hawaii Farmer Needs Assessment

2 USDA-NASS, November 2021. Commercial Agricultural Production Expansion Survey 2021. Available at: AGEXPAND_Nov2021r.pdf (hawaii.gov)

2. 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.

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
Taro	**Year-round**	**Hanalei, Hawai'i - 262 Acres**	**557 Acres**
Herbs	**Year-round**	**Honolulu, Hawai'i - 486 Acres**	**677 Acres**
Coffee	**August to December**	**Hilo, Hawai'i – 5,472 Acres**	**9,422 Acres**
Papaya	**March to November**	**Hilo, Hawai'i - 532 Acres**	**828 Acres**
Sweet Potatoes	**Year-round (peak in late summer)**	**Hilo, Hawai'i - 488 Acres**	**539 Acres**

Agricultural Employers Need:

53% of the State's farm workers sustained employment in farming for 150 days or more, the other 47% of farm workers worked less than 150 days. The Department of Economic Development and Tourism (DBEDT) employment and wages data reveals the average employment for labor farm workers in 2021 was 5,902 with an average annual wage of $42,629. While in 2022, the average employment for farm workers 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 farm workers 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.

Farming Technology:

The agriculture industry is experiencing an increase in the use of automation and robotics. 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 machines and robots offer the potential to decrease the overall cost of production and labor, thus, increasing revenues.

2017 Hawai'i Farm Technology Survey, Number used, Number Wanted, 2019	Number Used	Number Wanted + Number Used
Tablet for farm use (i.e. Apple iPad, Samsung Galaxy Tab)	**1,210**	**1,512**
Satellite Phones	**634**	**737**
Unmanned Aerial Vehicle for	**182**	**872**

2017 Hawai'i Farm Technology Survey, Number used, Number Wanted, 2019	Number Used	Number Wanted + Number Used
farm use (i.e., drone)		
Video Surveillance	**1,516**	**3,383**
Handheld Sensors (moisture, plant health, etc.)	**364**	**1,085**
Field Sensors (moisture, soil conditions, etc.)	**251**	**1,153**

GPS- Guided Equipment	**148**	**414**
GPS/RFD Livestock Tracking	**69**	**2,778**
Smart Phone Apps (field conditions, yield information etc.)	**1,263**	**1,208**
Computer Applications (budget, farm operations, etc.)	**1,945**	**1,357**
Third Party Service Application (i.e., fee for service plan)	**322**	**266**

The survey reveals that farmers in Hawai‘i are implementing technological solutions to manage their operations. Items such as Unmanned Aerial Vehicles (UAV) are in high demand with approximately 50% of farmers on this 2019 survey expressing interest in deploying this technology, which would allow farm owners to capture a large-scale aerial view of their property. 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. In collaboration with climate data, UAV capabilities will assist farmers with gathering vital information, which will likely affect the agricultural workforce.

Economic Projection

Service	2016	2026 Projected
Office & Administrative Support	**26.9%**	**27.8%**
Management, Business & Financial	**13.3%**	**12.4%**
Education, Legal, Comm. Svc, Arts & Media	**10.7%**	**10.8%**
Sales & Related Occupations	**9.5%**	**9.1%**

Service	2016	2026 Projected
Transportation & Material Moving	**6.3%**	**6.4%**
Construction & Extraction	**6.0%**	**6.0%**
Healthcare Practitioners & Technical	**4.6%**	**4.9%**

Computer, Engineering, & Science	**4.0%**	**4.0%**
Installation, Maintenance & Repair	**3.7%**	**3.7%**
Production	**2.4%**	**2.3%**
Farming, Fishing & Forestry	**0.6%**	**0.5%**

The service industry is a significant part of Hawai'i's economy that will continue to expand, serving as a backbone of economic sustainability. The farming industry constitutes less than 1% of the economy in Hawai'i and will decrease in the next ten years. This decline considers the popularity of farming technology and the broad options for farmers to gain revenue by adopting automated systems instead of 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 proliferation 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 humans. The State is enthusiastic and determined to promote locally grown food to achieve 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 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
Total Active Participants	**68**	**9,230**
Referred to Employment	**9**	**502**
Referred to Support Services	**0**	**0**
Received Staff Assisted Services	**19**	**6,352**
Complete Applications	**50**	**6,532**
Job Development Contact	**0**	**41**
Career Guidance	**10**	**722**

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. 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 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 Adult Program, under Title I of WIOA or other services in the community. These services are targeted at individuals inquiring about better paying jobs or jobs that are less demanding physically.

LOMAs economize their limited resources and focus their outreach efforts 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 farm workers 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 farm workers and are customized to the needs of the individual or small group. AJC program brochures, large group briefings, and web-based tools are incorporated as required. As resources permit, LOMAs register workers in the AJC labor exchange system at the job site.

Electronic service delivery is permissible, encouraged, and carried out via the internet-based labor exchange system, www.HireNetHawaii.com. Access to bilingual staff or telephonic interpreting services is available at AJCs across the state. When identified by staff, migrant seasonal workers receive appropriate interpreter services.

4. 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 farm workers. 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 farm workers.

DLIR WDD manages the MSFW program 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 any applicable NFJP providers 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.

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 it has 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 farm workers 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 employees, 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 farm workers 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 services are provided to both jobseekers and employers. If the federal requirement for Wagner-Peyser staff to be State merit staff is deleted by federal approval of Hawaii's waiver request or by finalization of a current DOL proposed rule, the SMA and LOMA's may or may not be state merit staff, depending on which type of staffing would provide the best quality services.

The SMA will be 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 farm workers. 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 farm workers.

DLIR WDD manages the MSFW program 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. 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.

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. The SMA will develop strategies based on an analysis of businesses' data to help determine the number of employed farm workers in an area and their needs. This will establish a current understanding of farm workers and business needs. Currently Hilo has the most farming acreage and agricultural employees. Therefore, 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 staff 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. 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. 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.

MSFW Outreach Team consisting of the LOMA and SMA 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 participate in professional development activities that become available to them to ensure high quality services are provided to both jobseekers and employers. Also refer to item 4.C. above regarding impact of a waiver request or DOL rule regarding Wagner-Peyser merit staffing.

The SMA will be 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 dedicated to outreach; LOMAs will rely on its resources to perform most outreach activities. The SMA and LOMAs will continue to collaborate on outreach efforts.

5. SERVICES PROVIDED 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

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 farm workers. 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 are provided with technical assistance and other professional development 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 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 are Ilocano, Spanish, Thai, and to a lesser extent, Mandarin, Lao, and Khmer.

The AJC has access to interpreter services that are facilitated through its contract with language assistance providers. If needed, the State Office of Language Access (OLA) may be consulted. 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 are trained to provide priority of employment and training services to veterans and other covered persons. They 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 farm worker 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 farm workers 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.

The SMA 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 among Farmworkers and Agricultural 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 for farm workers and agricultural employers. The

brochure includes information about what services are available such as information and assistance with Employment Services and Labor Law Complaints, information on state federal farmworker rights, language assistance, career guidance, other relevant employment services, and contact information for all WDD local offices. This brochure and information about the MSFW Outreach Program can be found online at https://labor.hawaii.gov/wdd/migrant-and-seasonal-farmworker-msfw-outreach-program/.

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 farm workers including contact information for the AJCs statewide is available for distribution to customers at outreach events or during orientation of services at the AJCs. The brochure can be found online at https://labor.hawaii.gov/wdd/migrant-and-seasonal-farmworker-msfw-outreach-program/. 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 jobseekers feel comfortable accessing services virtually. 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).

Potential partners will be encouraged to cement their commitment to the coalition with a formal MOU.

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) 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 farm workers. Key services include orienting employers to the H-2A Foreign Labor Certification of temporary and seasonal

agriculture workers program, referral of qualified U.S. citizens to farm job openings, and timely agriculture labor market information.

B. REVIEW AND PUBLIC COMMENT

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees (if any), 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 agency:

USDA NASS PRO Hawai'i Field Office

1428 South King Street Honolulu, HI 96814

(808) 973-9588

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. Any comments and/or recommendations may be submitted to the

State Department of Labor and Industrial Relations, Workforce Development Division

dlir.workforce.develop@hawaii.gov

C. DATA ASSESSMENT

Review the previous four years of 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 cliental made 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 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 in 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 farm workers 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 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 LOMA's and the outreach goals for each of the Counties.

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 efforts 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. Updates have been made for inclusion in the Unified State Plan Modification in 2026.

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 wish 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 to measure 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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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 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).

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 equivalent; 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

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.

A. 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. It 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 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. HIDOE 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
- 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 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 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 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 appropriate age 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 post-secondary 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 non-traditional 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.

B. 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 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.

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 correction 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
  - 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 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 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.

C. 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.

<u>Funding Eligible Providers</u>

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.

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 HIDOE and provide feedback using rubric to indicate the level of

alignment with the local plan.

AEFLA funds received for IELCE by the HIDOE 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 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.

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 HIDOE 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 HIDOE 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 HIDOE 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 HIDOE annually to ensure the award commitments are met.

D. 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 by 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: Removing Barriers to Employment

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 specifically to the area of improvement, including information on effective models and research-based practices.

Required Activity 3 - Technical Assistance to Eligible Providers

The HIDOE 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

HIDOE 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 HIDOE 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 HIDOE and improvement of local provider services.

The implementation of desk monitoring guidelines includes the HIDOE 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 HIDOE, 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 HIDOE 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.

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 HIDOE 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.

<u>Desk Monitoring, Onsite Monitoring, Exit Survey</u>

The desk monitoring is conducted annually. It includes HIDOE 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 HIDOE 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 HIDOE 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 HIDOE 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.

<u>External Evaluation of the CCRS Implementation</u>

The HIDOE 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 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)

APPLICANT'S ORGANIZATION	**Enter information in this column**
Applicant's Organization	Hawaii State Department of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	**Enter information in this column**
First Name	Ryan
Last Name	Mandado
Title	Education Specialist II – Adult Education
Email	Ryan.mandado@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 of 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.

HIDOE 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.

HIDOE 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 HIDOE 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 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 HIDOE 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 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.

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 to measure 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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]
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	7/2025
Parent Training and Information Center	Vacant as of July 2025	
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	2	7/2024
Business, Industry, and Labor	1	7/2023
Business, Industry, and Labor	1	7/2024
Business, Industry, and Labor	1	7/2025
Business, Industry, and Labor	Vacant	
Disability Advocacy Groups	1	7/2025
Current or Former Applicants for, or Recipients of, VR services	2	7/2024
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	7/2025
State Workforce Development Board	1	7/2023
VR Agency Director (Ex Officio)	1	Exempt
Disability Advocacy Groups	1	7/2025
Disability Advocacy Groups	1	7/2025

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 membership requirements of 34 CFR §361.17(b)(1)(vi). The SRC Membership Committee actively contacted businesses, successfully securing a Business, Industry, and Labor applicant for a term starting July 1, 2025.

This brings the total number of staggered representatives in this category to three. The SRC Membership Committee and the DVR Liaison have been meeting regularly to develop strategies to meet membership requirements.

On August 23, 2024, the SRC elected a Business, Industry, and Labor representative as Chair of the Disability Advocacy Group, and a Secretary from the Community Rehabilitation Program. At the meeting on August 22, 2025, two members were re-elected to their respective executive roles, while the Vice Chair position remains temporarily vacant following the end of the member's term on June 30, 2025.

In July 2025, the SRC welcomed five new members, while eight members concluded their second terms in June 2025. The SRC now has 12 voting members and is recruiting representatives for the following categories: Parent Training & Information Center; Business, Industry, and Labor, and Disability Advocacy Group.

The SRC has filled all but two vacancies and is preparing for three expiring terms in June 2026.

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 Hawai‘i State Rehabilitation Council (SRC) reviews, analyzes, and advises the Division of Vocational Rehabilitation (DVR) on the state unit's performance in carrying out its responsibilities under the Vocational Rehabilitation program. In coordination with DVR, the SRC may also participate in evaluating the effectiveness of vocational rehabilitation services provided to individuals with disabilities.

During the SRC's quarterly meetings, DVR presents agency performance data and other relevant information, including findings related to program operations, service delivery, and outcomes. DVR shares the Consumer Satisfaction Survey report, presents the results, and facilitates a question-and-answer session to support SRC's understanding. DVR also presents results from the Triennial Comprehensive Statewide Needs Assessment (CSNA). The SRC's State Plan Committee convenes to review this information and develop recommendations for DVR. DVR considers the SRC's recommendations when revising policies and procedures and incorporates agreed-upon recommendations into the Unified State Plan. To support the SRC's role, DVR designates a liaison who is available to provide additional information and technical assistance as needed.

As part of this oversight process, the SRC reviewed information from the FFY 2024 DVR Consumer Satisfaction Survey, which supports DVR's ongoing efforts to assess customer outreach, service delivery, and overall satisfaction. During quarterly meetings, DVR shared the FFY 2024 Consumer

Satisfaction Survey report, presented key findings, and facilitated discussion. The SRC did not provide additional formal comments specific to 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 supporting the proposed Goals, Priorities, and Strategies. The SRC's recommendations included:

1. Improving competitive integrated employment outcomes.
2. Strengthening services to individuals with the most significant disabilities.
3. Expanding and improving transition and Pre-ETS services.
4. Increasing outreach to unserved and underserved populations.
5. Addressing staffing and counselor workload capacity.
6. Improving communication and consumer engagement.
7. Strengthening performance accountability and data transparency.

Following publication of the DVR portion of the PY 2024–2027 Unified State Plan and review of proposed amendments, the SRC provided additional feedback focused on alignment with established goals, priorities, and strategies. During the SRC's third quarterly meeting on May 9, 2025, the Needs Assessment Committee presented recommendations from the most recent CSNA.

The SRC acknowledged DVR's responsiveness in addressing and incorporating the Committee's recommendations and highlighted four priority areas identified in the CSNA. These priority areas informed DVR's current goals, priorities, and strategies.

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 State Rehabilitation Council (SRC) Input and DVR Response

The Hawaii State Rehabilitation Council (SRC) reviewed and analyzed DVR performance data, Consumer Satisfaction Survey results, and November 2024. Through quarterly meetings and committee discussions, the SRC provided recommendations that informed the development and refinement of DVR's Goals and Priorities for PY 2024–2027.

Competitive Integrated Employment and Employer Engagement
SRC Input: The SRC emphasized improving competitive integrated employment outcomes, increasing permanent employment placements, strengthening employer engagement, and improving employment retention and wage outcomes.

DVR Response: DVR incorporated these recommendations into its Employer Engagement Goals and Strategies, including annual targets to increase employers providing work-based learning and permanent employment opportunities. DVR continues to engage with workforce partners, local workforce boards, and employer networks to expand business relationships and improve employment outcomes.

Services to Individuals with the Most Significant Disabilities
SRC Input: The SRC prioritized strengthening supported employment services, enhancing coordination with extended service providers, and improving monitoring of service quality and milestone progression.

DVR Response: DVR continues to monitor Supported Employment (SE) contract performance, strengthen coordination with the Department of Health Developmental Disabilities Division (DDD) and Adult Mental Health Division (AMHD), and review quality assurance processes to ensure successful transition to extended services and improved employment stability for individuals with the most significant disabilities.

Transition Services and Pre-Employment Transition Services (Pre-ETS)
SRC Input: The SRC recommended expanding outreach and early engagement of students with disabilities, increasing work-based learning experiences, and strengthening coordination with the State Educational Agency.

DVR Response: DVR continues to implement and refine the State Educational Agency Agreement, expand Pre-ETS participation statewide, and prioritize work-based learning opportunities for students with disabilities as part of its transition service strategy.

Access for Unserved and Underserved Populations
SRC Input: The SRC highlighted the need to improve outreach and service access for individuals residing in rural and neighbor island communities, individuals with mental health disabilities, and culturally diverse populations who may experience barriers to services.

DVR Response: DVR incorporated targeted outreach strategies into its State Plan, including expanded virtual service delivery options where appropriate, cross-agency coordination, and continued efforts to reduce barriers to access for underserved populations.

Staffing Capacity and Personnel Development
SRC Input: The SRC acknowledged counselor vacancies and workload pressures and recommended strengthening staffing capacity and professional development efforts.

DVR Response: DVR included staffing projections and personnel development strategies in the State Plan, continues recruitment efforts to address vacancies, and supports training initiatives to strengthen counselor capacity and service delivery effectiveness.

Performance Accountability and Continuous Improvement
SRC Input: The SRC encouraged continued review of Consumer Satisfaction Survey findings and WIOA performance indicators and emphasized data transparency and accountability.

DVR Response: DVR continues to present performance data to the SRC on a quarterly basis, incorporates survey findings into service improvement efforts, and has strengthened internal monitoring and data review processes to improve performance outcomes.

DVR remains committed to ongoing consultation with the SRC and continues to incorporate SRC recommendations into program planning, implementation, and continuous quality improvement activities.

COMPREHENSIVE STATEWIDE NEEDS ASSESSMENT (CSNA).

Section 101(a)(15), (17), and (23) of the Rehabilitation Act require VR agencies to provide an assessment of:

THE VR SERVICES NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, INCLUDING: INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES AND THEIR NEED FOR SUPPORTED EMPLOYMENT.

A. **INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES AND INDIVIDUALS WITH DISABILITIES WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM**.

Based on data analysis, stakeholder input, focus groups, and interviews, the CSNA identified the following recurring needs and disparities among minority and underserved populations in Hawai'i:

1. Hispanic and Native Hawaiian individuals with disabilities were consistently identified as potentially underserved populations in the VR system.
2. This finding appears across multiple data sources, not a single survey item.
3. Language and communication barriers continue to limit access to VR services for some individuals from minority populations.
4. This includes individuals with limited English proficiency and individuals who require interpretation or translation services.
5. Mental health needs and "soft skill" development were frequently cited significant barriers to successful employment outcomes for individuals from and underserved populations.
6. These include communication skills, workplace behaviors, self-advocacy, and confidence in navigating employment systems.
7. Education, training, and skill development were identified as critical rehabilitation needs for minority populations.
8. Stakeholders emphasized the importance of access to career pathways, credentialed training, and work-based learning opportunities.
9. Geographic isolation, particularly on the neighboring islands and in rural communities, compounds access barriers.
10. Fewer providers, transportation challenges, and limited outreach contribute to lower participation.
11. Cultural considerations and family involvement were noted as important factors in engagement and service effectiveness.
12. CSNA reflects the importance of culturally responsive approaches, including family-centered and community-based supports.
13. Outreach and awareness gaps remain for individuals who are eligible for VR services but unaware of DVR or unsure how to access services.
14. This includes individuals involved in healthcare systems, community-based organizations, and non-traditional referral sources.

B. **INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES AND THEIR NEED FOR SUPPORTED EMPLOYMENT.**

The CSNA identifies individuals with the most significant disabilities as a priority population and documents the following supported employment–related needs:

1. Ongoing and long-term support is critical
    - The CSNA repeatedly notes that individuals with MSD require supported employment services, including job coaching, follow-along support, and coordination of extended services to maintain competitive integrated employment.
2. Shortage of qualified supported employment providers
    - Limited availability of CRPs capable of delivering supported employment, particularly on the neighbor islands.
    - Provider capacity constraints contribute to service delays and inconsistent outcomes.
3. Need for better coordination of extended services

- Challenges were identified in securing and coordinating long-term support after VR case closure.
- This gap affects employment retention and stability.

4. Skills development and individualized planning
    - Individuals with MSD often need:
        - ♣ Education and career-technical training
        - ♣ Soft skills development
        - ♣ Transportation support
        - ♣ Individualized service planning informed by labor market information
5. Employment outcomes are achievable but require intensive support
    - The CSNA emphasizes that individuals with MSD can achieve competitive integrated employment when supported employment services are timely, individualized, and coordinated.
6. Geographic disparities
    - Needs are more pronounced on neighboring islands, where access to providers, transportation, and specialized services is limited.

C. INDIVIDUALS WITH DISABILITIES SERVED THROUGH OTHER COMPONENTS OF THE WORKFORCE DEVELOPMENT SYSTEM.

DVR continues to address the needs identified in this area from the CSNA for PYs 2021-2023 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 to ensure 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 secure interpreters and generally refer these individuals to DVR for assistance.

3. DVR's relationship with 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 for 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.

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 SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER IDEA.

The CSNA identified youth and students with disabilities as a priority population with ongoing needs related to career exploration, work-based learning experiences, soft skills development, and access to Pre-Employment Transition Services (Pre-ETS). The most cited needs included limited job skills, lack of work experience, transportation barriers—particularly in rural and neighbor-island communities—and the need for stronger coordination between vocational rehabilitation services and transition services provided under the Individuals with Disabilities Education Act (IDEA).

The assessment emphasized the importance of expanding statewide access to Pre-ETS, strengthening collaboration with the Hawai‘i Department of Education, and ensuring a coordinated continuum of transition services to support successful movement from school to postsecondary education and employment.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

Needs identified through the CSNA included the following:

a) The need to expand provider capacity in rural areas across all islands, particularly on the neighbor islands.

b) The need to develop customized employment as a service option. Many existing providers rely primarily on supported employment strategies and lack full understanding of the essential components of customized employment, particularly for individuals with the most significant disabilities.

c) The need for contracts with clear, measurable objectives to strengthen accountability and clarify expectations for CRPs.

d) The need to increase the number of providers offering Pre-Employment Transition Services (Pre-ETS), as identified through focus groups and individual interviews.

e) Reductions in CRP capacity due to the COVID-19 pandemic, including staffing shortages and increased wait times for services.

f) Limited availability of assistance to help individuals with disabilities access affordable housing, which was cited repeatedly as a barrier to employment stability. Rising housing costs during and after the pandemic have further intensified this challenge.

g) High turnover among CRP staff, resulting in an inexperienced provider workforce that requires additional training to effectively serve diverse DVR populations.

h) The need for increased financial literacy and empowerment training for DVR participants.

i) The need for providers to better support highly educated individuals with disabilities who require employer advocacy and intervention to obtain professional-level, higher-wage employment rather than entry-level positions.

j) Delays in achieving employment outcomes once services begin, particularly when job goals extend beyond readily available entry-level positions.

Based on the CSNA findings, SDSU researchers recommended that DVR:

- Recruit and expand the number of individual service providers, particularly in rural areas and on neighbor islands with limited CRP resources.
- Include CRPs and individual service providers in DVR staff training, as resources allow, to build provider capacity, competency, and trust.
- Further develop customized employment as a service option for DVR participants.
- Ensure that DVR counselors, CRPs, and individual service providers have access to affordable housing resources to support participants' employment stability.

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 most recent CSNA covered Federal Fiscal Years 2021–2023 and was finalized in November 2024. DVR and the SRC jointly reviewed and analyzed the findings of this assessment and used the results to inform the development of goals and priorities for the Program Year (PY) 2024–2027 Unified State Plan. SRC input and recommendations were provided through regular meetings, committee discussions, and formal advisory processes, and DVR considered these recommendations in establishing and refining the goals, priorities, and strategies included in the State Plan.

The next CSNA will cover FFYs 2024-2027, from October 1, 2024 to September 30,

2027. DVR will work with the SRC and other stakeholders to review the findings and determine Goals and Priorities to implement into the next USP for the period of July 1, 2027 to June 30, 2030. DVR will continue to work in partnership with the SRC and other stakeholders to review the findings upon completion of the assessment and to determine future goals and priorities for inclusion in subsequent Unified State Plan modifications, as required.

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:

1. 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.
2. Goal 1.2 Annually increase the number of employers who provide permanent employment for individuals with disabilities.
3. 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.

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. Including 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.
3. Increase work experience opportunities customized to meet the needs of the employers and to increase the pool of qualified applicants for permanent employment.
4. Support annual award recognition for employees with disabilities and the employers who hire them.
5. 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.
6. Engage with DLIR WDD and County AJCs to improve outreach to businesses for training and placement of individuals with disabilities seeking competitive integrated employment in Hawaii.

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.

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 remain consistent with prior planning cycles and have been reaffirmed using findings from the FFYs 2021–2023 CSNA.

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.

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 post-secondary 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 through the most recent Triennial Comprehensive Statewide Needs Assessment covering Federal Fiscal Years 2021–2023, finalized in November 2024. Survey results indicated students with disabilities (SWD) in Hawaii have a need to receive Pre-ETS. All the Pre-ETS categories of activities were noted as a need on a recurring basis.

Target Population:

1. Students with a Disability receive 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 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 administering and discussing the student's vocational interest inventory results, providing career counseling and career assessments in group or individual settings, 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), are provided in an integrated setting in the community to the maximum possible.
3. Counseling opportunities for enrollment in a comprehensive transition or postsecondary educational program at institutions of higher education. Explore career options and identify career pathways of interest.

4. Workplace readiness training to develop social and independent living skills. Workplace readiness traits encompass a set of skills employers expect from most employees. Workplace readiness skills are the behaviors and competencies necessary for any job, such as interacting with supervisors and co-workers and maintaining timeliness. These skills are sometimes called soft skills, employability skills, or job preparation skills. These skills help students understand how others perceive them. Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job requires, every job requires strong social and interpersonal skills.
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 their own interests and/or desires. Schools also work with students to develop self-determination, meaning students with disabilities have the freedom to plan their own lives, pursue what matters to them, and access the same life opportunities as others 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

Pre-ETS Goals

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 (by 1%), for participants with IPE's, including Pre-ETS activities.

Strategies:

1. DVR will seek assistance from subject matter experts who 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.
3. DVR will pursue an agreement between the DVR and the HIDOE 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, paid and unpaid work experience both on- and off- campus.
4. 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 provides paid WBLE, internships, and employment opportunities for students and youth.
5. 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 encourage peer support to work through personal barriers that may prevent youth and students from maintaining work.

6. DVR will, in partnership with the DOE, collaborate on an employer-based Pilot Transition Program for one year of a school-to-work program with work-based learning experiences.
7. 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.

DVR continues engagement with the American Job Centers (AJCs), supports one-stop access to partner services, and explores career pathway, upskilling, and remote employment opportunities to support sustained employment outcomes. 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.

C. Improve the performance of the VR and Supported Employment programs in assisting individuals with disabilities to achieve quality employment outcomes.

Priority 4: Develop a common data collection framework for the 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. The 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 remain consistent with prior planning cycles and have been reaffirmed using findings from the FFYs 2021–2023 CSNA.

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 to collectively define parameters and adopt best practices from other core partners to improve 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 internal data collection system to collect data for each of the six primary performance indicators and report to its federal funder, the 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.

Strategies:

1. Strengthen data accuracy and validation.
2. DVR will continue to strengthen internal data validation and quality assurance processes to ensure accurate and timely reporting of the six WIOA primary indicators of Performance to RSA and DHS.
3. Staff training and technical guidance

4. DVR will provide ongoing training and technical guidance to staff on proper data entry, documentation, and reporting requirements within DVR's internal case management system to support consistent and accurate data collection.
5. Standardization of data practices.
6. DVR will standardize internal data collection procedures and documentation expectations across branches and service units to reduce variability and improve statewide data consistency.
7. Use of performance data for continuous improvement
8. DVR will regularly review performance data to identify trends, gaps, and opportunities for improvement and will use these findings to inform staff training, policy clarification, and operational adjustments.
9. Coordination with workforce partners
10. DVR will continue to engage with WIOA core partners to improve alignment of data definitions, reporting timelines, and performance expectations, supporting shared accountability where appropriate.
11. Exploration of automated data solutions
12. DVR will continue to collaborate with core partners to explore feasible, user-friendly, and cost-effective options for automated or enhanced data collection and reporting systems, recognizing statewide system constraints. Technical assistance support
13. DVR will leverage guidance and technical assistance from federally funded vocational rehabilitation technical assistance centers, including VR TAC-QM, to support data integrity, performance reporting, and continuous quality improvement.
14. Staff accountability and support
15. DVR will reinforce staff roles and responsibilities related to performance reporting through supervisory review, technical support, and targeted follow-up where data discrepancies or training needs are identified.

EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

or 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—

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, by one percent, the number of employers who provide work-based learning experiences (WBLEs) and internships for individuals with disabilities.

During PY 2024, DVR continued employer engagement efforts to support work-based learning opportunities for individuals with disabilities. The proportion of total DVR services that were WBLEs increased from PY 2023 to PY 2024:

PY 2024: 15.75%

PY 2023: 1.75%

This increase reflects the continued post-pandemic recovery in employer availability and service delivery capacity, particularly for in-person learning experiences. It also shows that HDVR's strategies have been effective.

Strategies:

DVR will continue expanding WBLE opportunities through employer partnerships supported by Cooperative Agreements, Memorandums of Understanding, Community Rehabilitation Providers (CRPs), and coordinated employer outreach aligned with WIOA priorities.

Strategies include employer engagement through monthly Business Highlights, targeted outreach to high-demand industries, expanded use of CRPs statewide, and the use of Pre-Employment Transition Services (Pre-ETS) funds for job coaching to reduce employer burden and support successful participation.

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 neighboring island CRPs than previous years.

Annually increases, by one percent, the number of employers who provide permanent employment for individuals with disabiliti2922es.

DVR met this goal in PY 2024. The percentage of individuals exiting DVR with a successful employment outcome increased by 8%.

PY 2024: 21.8%

PY 2023: 13.8%

These results reflect the effectiveness of DVR's strategies of employer outreach and the success of the expanded availability of services to neighbor islands through the MSP contract.

Strategies

DVR will continue employer outreach through the Workforce Development Council (WDC), local workforce boards, employer presentations, technical assistance, and participation in career fairs and hiring events to support competitive integrated employment outcomes.

Achievements

DVR's Statewide Employment Staff Specialist remains actively engaged with the WDC and the Oahu Workforce Development Board Employer Engagement and Sector Strategies Committees. DVR Employment Specialists maintain memberships in Disability:In, SHRM, and CSAVR's National Employment Team (The NET), supporting statewide and national employer engagement efforts.

DVR participants accessed industry-aligned training through the ACT Virtual Academy, supporting stackable credentials in high-demand technology fields. DVR continues to provide employers with technical assistance related to disability awareness, reasonable

accommodations, assistive technology, and available tax incentives.

Goal 1.3

Annually increase employer repeat participation and employment retention

Employment retention outcomes showed a decline from PY 2023 to PY 2024 as a whole with employment retention in the 4th Quarter after exit also showing a decline.

Employment (2nd Quarter After Exit):

PY 2024: 29%

PY 2023: 34%

Employment (4th Quarter After Exit):

PY 2024: 27.3%

PY 2023: 34.3%

Strategies

DVR will strengthen employer relationships by emphasizing consistent customer service, ongoing communication, and post-placement support to encourage repeat employer participation and longer-term retention outcomes.

Achievements

Federal Workforce Recruitment Program (WRP) opportunities expanded in PY 2022 to include U.S. Pacific Fleet and Pacific Missile Range Facility, with discussions underway to expand WRP opportunities to Kaua'i. DVR partnered with CRPs and HIDOE to re-establish internship opportunities following pandemic disruptions, with renewed employer commitments to hire successful interns. Efforts to expand employer participation in rural communities are ongoing

Priority 2: Provide Supported Employment

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, descriptions 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, postsecondary 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

Goal 1.1 Annually increases the number of employers who provide opportunities for individuals with disabilities to participate in work-based learning experiences and internships.

Goal 1.2 Annually increases the number of employers who provide permanent employment for individuals with disabilities.

Goal 1.3 Annually increases 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.

Strategies:

(1)Cultivate Employment First initiative policies and procedures to ensure that employment is the 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 AJCs to facilitate outreach to businesses as partners in training and placement for individuals with disabilities seeking competitive integrated employment in Hawaii's workforce.

Priority 2: Provide Supported Employment (SE) Services to Individuals with the Most Significant Disabilities.

A. 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 can fill employment positions in the general workforce , supported employment is an effective way of integrating such individuals into

B. Overcome barriers to accessing VR and supported employment services. 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 support 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 remain consistent with prior planning cycles and have been reaffirmed using findings from the FFYs 2021–2023 CSNA:

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.

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 post-secondary 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 through the most recent Triennial Comprehensive Statewide Needs Assessment covering Federal Fiscal Years 2021–2023, finalized in November 2024. Survey results indicated students with disabilities (SWD) in Hawaii have a need to receive Pre-ETS. All the Pre-ETS categories of activities were noted as a need on a recurring basis.

Target Population:

(1) Students with a Disability receive 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.

(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.

(4) Workplace readiness training to develop social skills and independent living. Workplace readiness traits describe several 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:

(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 accommodation 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,

Pre-ETS Goals remain consistent with prior planning cycles and have been reaffirmed using findings from the FFYs 2021–2023 CSNA.

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 (by 1%), for participants with IPE's, including Pre-ETS activities.

Strategies:

1. DVR will seek assistance from subject matter experts who 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.

3. DVR will pursue an agreement between the DVR and the HIDOE 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.

4. 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 provides paid WBLE, internships, and employment opportunities for students and youth.

5. 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 encourage peer support to work through personal barriers that may prevent youth and students from maintaining work.

6. DVR will, in partnership with the DOE, collaborate on an employer-based Pilot Transition Program for one year of a school-to-work program with work-based learning experiences.

7. 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 a common data collection framework for the 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. The 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 remain consistent with prior planning cycles and have been reaffirmed using findings from the FFYs 2021–2023 CSNA.

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 to collectively define parameters and adopt best practices from other core partners to improve 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 internal data collection system to collect data for each of the six primary performance indicators and report to its federal funder, the 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.

Strategies:

(1) Strengthen data accuracy and validation.

(2) DVR will continue to strengthen internal data validation and quality assurance processes to ensure accurate and timely reporting of the six WIOA primary indicators of Performance to RSA and DHS.

(3) Staff training and technical guidance

(4) DVR will provide ongoing training and technical guidance to staff on proper data entry, documentation, and reporting requirements within DVR's internal case management system to support consistent and accurate data collection.

(5) Standardization of data practices.

(6)DVR will standardize internal data collection procedures and documentation expectations across branches and service units to reduce variability and improve statewide data consistency.

(7) Use of performance data for continuous improvement

(8) DVR will regularly review performance data to identify trends, gaps, and opportunities for improvement and will use these findings to inform staff training, policy clarification, and operational adjustments.

(9) Coordination with workforce partner

(10) DVR will continue to engage with WIOA core partners to improve alignment of data definitions, reporting timelines, and performance expectations, supporting shared accountability where appropriate.

(11) Exploration of automated data solutions

(12) DVR will continue to collaborate with core partners to explore feasible, user-friendly, and cost-effective options for automated or enhanced data collection and reporting systems, recognizing statewide system constraints. Technical assistance support

(13) Staff accountability and support

(14) DVR will leverage guidance and technical assistance from federally funded vocational rehabilitation technical assistance centers, including VR TAC-QM, to support data integrity, performance reporting, and continuous quality improvement.

(15) DVR will implement RSA technical assistance recommendations and action steps, including targeted staff training, strengthened supervisory review, and enhanced data validation procedures, to improve performance and reporting accuracy.

(16) DVR will reinforce staff roles and responsibilities related to performance reporting through supervisory review, technical support, and targeted follow-up where data discrepancies or training needs are identified.

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, by one percent, the number of employers who provide work-based learning experiences (WBLEs) and internships for individuals with disabilities.

During PY 2024, DVR continued employer engagement efforts to support work-based learning opportunities for individuals with disabilities. The proportion of total DVR services that were WBLEs increased from PY 2023 to PY 2024:

PY 2024: 15.75%

PY 2023: 1.75%

This increase reflects the continued post-pandemic recovery in employer availability and service delivery capacity, particularly for in-person learning experiences. It also shows that HDVR's strategies have been effective.

Strategies:

DVR will continue expanding WBLE opportunities through employer partnerships supported by Cooperative Agreements, Memorandums of Understanding, Community Rehabilitation Providers (CRPs), and coordinated employer outreach aligned with WIOA priorities.

Strategies include employer engagement through monthly Business Highlights, targeted

outreach to high-demand industries, expanded use of CRPs statewide, and the use of Pre-Employment Transition Services (Pre-ETS) funds for job coaching to reduce employer burden and support successful participation.

Goal 1.2 Annually increases, by one percent, the number of employers who provide permanent employment for individuals with disabilities.

DVR met this goal in PY 2024. The percentage of individuals exiting DVR with a successful employment outcome increased by 8%.

PY 2024: 21.8%

PY 2023: 13.8%

These results reflect the effectiveness of DVR's strategies of employer outreach and the success of the expanded availability of services to neighbor islands through the MSP contract.

Strategies:

DVR will continue employer outreach through the Workforce Development Council (WDC), local workforce boards, employer presentations, technical assistance, and participation in career fairs and hiring events to support competitive integrated employment outcomes.

Achievements:

DVR's Statewide Employment Staff Specialist remains actively engaged with the WDC and the Oahu Workforce Development Board Employer Engagement and Sector Strategies Committees. DVR Employment Specialists maintain memberships in Disability: IN, SHRM, and CSAVR's National Employment Team (The NET), supporting statewide and national employer engagement efforts.

DVR participants accessed industry-aligned training through the ACT Virtual Academy, supporting stackable credentials in high-demand technology fields. DVR continues to provide employers with technical assistance related to disability awareness, reasonable accommodations, assistive technology, and available tax incentives.

Goal 1.3

Annually increase employer repeat participation and employment retention

Employment retention outcomes showed a decline from PY 2023 to PY 2024 as a whole with employment retention in the 4th Quarter after exit also showing a decline.

Employment (2nd Quarter After Exit):

PY 2024: 29%

PY 2023: 34%

Employment (4th Quarter After Exit):

PY 2024: 27.3%

PY 2023: 34.3%

Strategies:

DVR will strengthen employer relationships by emphasizing consistent customer service,

ongoing communication, and post-placement support to encourage repeat employer participation and longer-term retention outcomes.

Achievements:

Federal Workforce Recruitment Program (WRP) opportunities expanded in PY 2022 to include U.S. Pacific Fleet and Pacific Missile Range Facility, with discussions underway to expand WRP opportunities to Kauaʻi. DVR partnered with CRPs and HIDOE to re-establish internship opportunities following pandemic disruptions, with renewed employer commitments to hire successful interns. Efforts to expand employer participation in rural communities are ongoing,

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 3.1

Annually increase the percentage of participants obtaining a postsecondary credential or high school diploma by one percent.

DVR initially achieved this goal in PY 2022 through improved data quality, strengthened counselor accountability, and enhanced coordination with education partners. DVR found continued success in PY 2023 but a decrease in PY 2024 by 13%.

Credential Attainment Rates:

PY 2024: 30%

PY 2023: 43%

Strategies:

DVR will continue to conduct quarterly check-ins with branch staff to reinforce documentation requirements and counselor responsibilities. DVR will strengthen coordination with HIDOE and partners to monitor progress, validate credential attainment, and support students' transition to postsecondary education and employment.

Goal 3.2

Annually increase the percentage of participants achieving a measurable skill gain (MSG) by one percent.

MSG Rates:

PY 2024: 40%

PY 2023: 33.4%

DVR met the negotiated MSG target through improved case management practices, increased monitoring, and staff training focused on timely documentation and participant progress.

Strategies:

Quarterly reviews, system checks, and strengthened coordination with HIDOE and partners support continued improvement in MSG outcomes. 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)

Goal 3.3

Annually increase the percentage of Pre-ETS participants receiving WBLEs by one percent.

PY 2024: 7.9%

PY 2023: 0.26%

Strategies:

DVR promotes employer engagement through community organizations and implemented a Managed Service Provider (MSP) contract to support statewide WBLE delivery year-round.

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 for a minimum of 90 days by one percent.

DVR met this goal in PY 2024. The percentage of individuals exiting DVR with a successful employment outcome increased by 8%.

PY 2024: 21.8%

PY 2023: 13.8%

Strategies:

DVR continues engagement with the American Job Centers (AJCs), supports one-stop access to partner services, and explores career pathway, upskilling, and remote employment opportunities to support sustained employment outcomes.

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 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 with Section 116 of WIOA as referenced in DVR's Appendix 1 referred to as Performance Goals of Vocational Rehabilitation Program.

DVR Performance outcomes for PY2024 are reflected below. DVR did not meet the negotiated levels for performance indicators in PY2024. 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. Based on performance outcomes that fell below established benchmarks, RSA engaged with the Division to provide technical assistance focused on performance improvement, compliance, and continuous quality enhancement.

Indicator	PY 24 Outcome
Employment (Second Quarter After Exit)	29%
Employment (Fourth Quarter After Exit)	27.3%
Median Earnings (Second Quarter After Exit)	$5,355

Credential Attainment (CA) Rate	30%
Measurable Skill Gains (MSG)	40%

DVR met with RSA to negotiate levels of performance for PY 2024 and 2025 and agreed on the performance levels below:

Indicator	PY 2024 Negotiated Level	PY 2025 Negotiated Level
Employment (Second Quarter After Exit)	42.5%	43.5%
Employment (Fourth Quarter After Exit)	34.5%	36.5%
Median Earnings (Second Quarter After Exit)	$5460	$5,470
Credential Attainment Rate	43%	44%
Measurable Skill Gains	40%	42%

Indicator	PY 2026 Negotiated Level	PY 2027 Negotiated Level
Employment (Second Quarter After Exit)	45%	47%
Employment (Fourth Quarter After Exit)	38%	40%
Median Earnings (Second Quarter After Exit)	$5,355	$5,650
Credential Attainment Rate	48%	52%
Measurable Skill Gains	47%	52%

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 people 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. 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 20224 DVR spent $362,916101,615 on 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 another 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 20242, there was $9,60125,634 expended on SRC activities.

State Rehabilitation Council Expenditures Program Year 2024

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 with Section 116 of WIOA as referenced in DVR's Appendix 1 referred to as Performance Goals of Vocational Rehabilitation Program.

DVR Performance outcomes for PY2024 are reflected below. DVR did not meet the negotiated levels for performance indicators in PY2024. 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.

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Employment (Fourth Quarter After Exit)	27.3%
Median Earnings (Second Quarter After Exit)	$5,355
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Measurable Skill Gains (MSG)	40%

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Employment (Second Quarter After Exit)	42.5%	43.5%
Employment (Fourth Quarter After Exit)	34.5%	36.5%
Median Earnings (Second Quarter After Exit)	$5460	$5,470
Credential Attainment Rate	43%	44%

SUPPORTED EMPLOYMENT SERVICES, DISTRIBUTION OF TITLE VI FUNDS, AND ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED

EMPLOYMENT SERVICES.

3. ACCEPTANCE OF TITLE VI FUNDS:

(A) VR agency requests to receive title VI funds.

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 because 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 the 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 support 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 2027: 153 Projected

PY 2026: 146 Projected

PY 2025: 139 Projected

PY 2024: 132 Projected, 63

PY 2023: 81 Projected, 47

DVR continues to strengthen cross-agency and employer partnerships with the DOH, HIDOE, DLIR, CRPs, and employer networks to coordinate long-term supports, improve employment retention, and promote sustained competitive integrated employment in Hawaii's workforce system.

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 THE MOST SIGNIFICANT DISABILITIES, AND THE TIMING OF TRANSITION TO EXTENDED SERVICES.

DVR has a statewide Managed Services Provider contract in place of supported employment services. The MSP provides sourcing, assignment, and management of service assignments for DVR participants. The contractor is responsible for establishing, maintaining, and monitoring a network of subcontracted vendors ("Vendor Network") to provide supported employment services. Participants have greater informed choice, as they can select a 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 that includes anticipated support 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 participants' IPE and supported employment services to include job retention, job training, job coaching, observation, facilitation of natural support 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 for 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 participants' transition to ongoing or long-term support 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 Rehabilitation Providers statewide. The extent of services provided is identified in the Scope of Services in each Supported Employment contract. Contractors are compensated on a Milestone payment structure. Each completed milestone must be satisfactory to DVR, Participant, and other team members, including the identified Long-Term Support.

Extended services are available to youth with the 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 to ensure no interruption in services. For youth who continue to require extended services after they are no longer eligible to receive them through DVR, the VRS must identify an alternative source of extended services to ensure there is no interruption in service delivery.

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; all milestones prior to placement are paid with VR service funds, not through the Supported Employment Services Grant.

Supported employment services are available for a period not to exceed 24 months, unless, under special circumstances, the eligible individual and the VRS jointly agree to extend the period 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 provided to individuals with intellectual disabilities by the Developmental Disabilities Division and by Case Managers from the Adult Mental Health Division. VRS counselors and Case Managers work with the Supported Employment Team when a DVR participant is a mutual client. Each team member, along with the participant, contributes to 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 successful employment and transition to the Extended Service provider.

DVR will continue to review and address the quality and effectiveness of supported employment services, including a review of the processes specifically identified in the scope of services, and, as indicated in DVR contract monitoring reviews and in rules and regulations updated by the Rehabilitation Services Administration (RSA).

On February 9, 2024, the Department of Health Developmental Disabilities Division, DVR, and DDD executed a Memorandum of Understanding (MOU) to further strengthen cross-agency coordination and expand opportunities for competitive integrated employment (CIE) for individuals with disabilities. The MOU defines agency roles and responsibilities, promotes shared accountability, and establishes a coordinated framework to support seamless service delivery and successful transitions from supported employment services to long-term supports.

The DHS-DVR and DOH-DDD have overlapping responsibilities and authority to provide services to many of the same clients. Commitment 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:

1. A. Express commitment by both DHS-DVR and DOH-DDD to provide timely and seamless access to employment services for individuals with the most significant disabilities.
2. B. Define services related to employment that are compatible, non-duplicative, and understood by service providers.
3. Articulate mutual guiding principles regarding people with disabilities and employment.
4. Outline the collaborative working relationship with regards to interagency planning, accountability, data sharing, and service delivery.
5. Provide for the exchange of information regarding individuals served by the Parties; and
6. Staff of DVR and DDD will be trained in the use of the updated agreement and decision-making processes.

F. ANNUAL ESTIMATES

4. *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.

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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 strengthen cross-agency and employer partnerships with the DOH, HIDOE, DLIR, CRPs, and employer networks to coordinate long-term supports, improve employment retention, and promote sustained competitive integrated employment in Hawaii's workforce system.

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 THE MOST SIGNIFICANT DISABILITIES, AND THE TIMING OF TRANSITION TO EXTENDED SERVICES.*

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Supported employment services begin after job placement; all milestones prior to placement are paid with VR service funds, not through the Supported Employment Services Grant.

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indicated in DVR contract monitoring reviews and in rules and regulations updated by the Rehabilitation Services Administration (RSA).

On February 9, 2024, the Department of Health Developmental Disabilities Division, DVR, and DDD executed a Memorandum of Understanding (MOU) to further strengthen cross-agency coordination and expand opportunity 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

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.

FFY 2024 funds expended

Salaries and benefits	5,000,537
Admin	4,128,018
VR Case Services	3,725,968
Pre-ETS	1,151,900
Supported Employment	105,204
TOTAL	14,110,627

FFY 2026 Estimates

Salaries and benefits	6,333,043
Admin	5,353,014
VR Case Services	5,875,674
Pre-ETS	1,866,845
Supported Employment	115,724
TOTAL	19,544,300

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	2590	2460	$3,445,952	NA
SD	1,029	977	$$1,751,303	NA
NSD	157	149	$$678,409	NA

B. SUPPORTED EMPLOYMENT PROGRAM.

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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.

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	$115,724	NA

A. 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 is not in an active OOS.

5. HAS THE VR AGENCY ELECTED TO SERVE ELIGIBLE INDIVIDUALS OUTSIDE OF THE ORDER OF SELECTION WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT?

NA

B. 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.

C.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.*

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.

Personnel Category	No. of Personnel Employed	No. of Personnel Currently Needed	Projected No. of Personnel Needed in 5 Years
Staff Services/Senior Leadership	5	15	20
Branch Administrators	4	5	6
Supervisors	5	7	13
Vocational Rehabilitation Specialists/Teachers for the Blind/Vending Facility Specialists/Paraprofessionals	47	67.5	69
Clerical Support	14.5	22.5	25
Employment Specialists	3	3	8

D. RATIO OF QUALIFIED VR COUNSELORS TO CLIENTS:

DVR aims to serve 3,776 individuals in PY 2026 and 3,964 individuals in PY 2027. There are 14.5 VRS vacancies out of 46 VRS positions, resulting in a 31.5% vacancy rate. However, DVR will

continue to serve eligible individuals and potentially eligible students with disabilities. To serve more individuals, HDVR is working to fill the VRS vacancies and monitor numbers to increase the number of individuals with disabilities . The ratios of qualified vocational rehabilitation counselors to clients are as follows:

PY 2027: 1:86 (projected)

PY 2026: 1:82 (projected)

Branch	Position	Total Positions	Vacancies
Administration & Staff Support Office	Administrators	2	0
	VRS/Staff Specialists	7	4
	Clerical Support	4	2
Oahu Branch	Branch Administrator	1	0
Serves 60% of total VR participants	Supervisors	4	1
55% of total VR Adult participants	Vocational Rehab Specialists	27	7
77% of total Pre-ETS participants	Social Service Aides	2	2
	Clerical Support	9	2
	Employment Specialists	1	0
Maui Branch	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			
Hawaii Branch	Branch Administrator/Supervisor	1	1
Serves 15% of total VR participants	Vocational Rehab Specialists	7	3
Serves 16% of total VR Adult participants	Clerical Support	3	2 1

Branch	Position	Total Positions	Vacancies
Serves 12% of total PE participants			
Kauai Branch	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	2	2
Serves 4% of total Pre-ETS participants	Employment Specialists	1	0
Services for the Blind Branch	Branch Administrator	1	0
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	4
	Orientation/Mobility Therapists	2	0
	Vending Specialists	3	0
	Employment Specialist	1	0
	Clerical Support	5	0
	Social Service Aides	1	0
	Account Clerk	1	0
	Community Coordinator (VRS IV)	1	1
	Manual Arts Instructor	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.

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.

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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 master's degree from an accredited university; or a bachelor's 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 regarding 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 from all 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. DVR has signed an apprenticeship agreement 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, and 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, and 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 on ongoing basis.

Training on assessments, vocational counseling and job placement is provided through the master's 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.

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 associate HR minimum qualification requirements for all positions in the VRS series, to be able to recruit UH students and other qualified individuals 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.
DVR has met with the SRC, As well as the DSA's HR Office and the Hawaii State Department of Human Resources Development to discuss changing its CSPD standard for the VR Specialist Series, with TA provided by RSA via email on March 25, 2024. Standards will be consistent with the Rehabilitation Act and regulations regarding education and experience requirements.

Proposed Revisions to Minimum Qualification Specifications – Vocational Rehabilitation Specialist Series

Pursuant to Section 101(a)(7) of the Workforce Innovation and Opportunity Act (WIOA) and 34 CFR §361.18, the Hawai'i Division of Vocational Rehabilitation (DVR) maintains a Comprehensive System of Personnel Development (CSPD) designed to ensure that personnel providing vocational rehabilitation (VR) services possess the education, training, and experience necessary to carry out the full range of program responsibilities under Title I of the Rehabilitation Act, as amended by WIOA.
As part of its ongoing workforce planning and system evaluation efforts, DVR is proposing revisions

to the minimum qualification (MQ) specifications for the Vocational Rehabilitation Specialist (VRS) series. These revisions are intended to strengthen recruitment and workforce sustainability while ensuring continued compliance with federal CSPD requirements.

The proposed MQ revisions are consistent with 34 CFR §361.18(a), which requires states to establish and maintain standards to ensure that personnel necessary to carry out the VR program are appropriately and adequately prepared and trained. The revised structure maintains personnel standards that are commensurate with assigned duties and level of responsibility.

The revisions do not diminish required competencies for personnel performing counselor functions. Rather, they clarify qualification pathways and differentiate standards based on job duties, consistent with federal regulatory authority permitting states to establish personnel standards reflective of varying levels of responsibility.

For qualified VRS classifications, the proposed revisions:

- Broaden the range of acceptable degree fields reasonably related to vocational rehabilitation practice.
- Require relevant disability-related and competitive integrated employment experience as qualifying preparation; and
- Recognize graduate-level coursework and supervised practicum/internship experiences as evidence of professional readiness.

These revisions are designed to ensure that individuals with relevant preparation and demonstrated competency are not excluded due to narrowly defined educational pathways, while maintaining expectations for analytical ability, communication skills, and knowledge of disability and employment systems.
The proposed MQ revisions are prospective in application and are not intended to adversely affect current employees. DVR will ensure that:

- Current personnel will remain qualified under applicable standards.
- Current personnel will be supported in pursuing master's degrees in rehabilitation counseling.
- Internal career advancement pathways remain attainable; and
- Professional development opportunities continue to support progression within the VRS series.

The revisions are intended to strengthen DVR's capacity to recruit and retain qualified personnel statewide while maintaining fidelity to federal CSPD requirements.
DVR will continue to monitor recruitment, retention, and workforce development data as part of its CSPD evaluation processes. Adjustments to personnel standards will be undertaken as necessary to maintain compliance with WIOA and 34 CFR §361.18 while ensuring effective service delivery to individuals with disabilities.

Current CSPD Standard: *Under Revision*

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 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 employees' 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 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 of 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 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. *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.

4. *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 of the State Educational Agency is 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.

D.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, polices 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 IPEs 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 to 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. 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 HIDOE 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 support. The name `Ohana Nui was thoughtfully developed by young adults who were formerly engaged with DHS as foster youth. In selecting the name, which translates from Hawaiian as "extended family", they intended to recognize and express gratitude for those who had contributed to their successful growth and development, such as teachers, coaches, spiritual advisors, aunties and uncles, many of whom were not related to them by blood.

The `Ohana Nui initiative responds to research demonstrating that the well-being of parents and their children are highly interrelated; that improving the lives of parents has a marked positive impact on their children, and ensuring the success of children serves as a powerful motivator for parents. `Ohana Nui places the family at the center of the system, requiring that we listen to and involve them when providing services and support 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 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 support, eligibility criteria, scope of services, rights, remedies, and connect the HIDOE 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 HIDOE, as available and agreed to

with stakeholders. If unable to attend, VR information is provided by the VRS to the IEP team. The VRS will review the students' 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 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.*

The formal interagency agreement (State Educational Agreement, or "SEA") between VR and the Hawaii State Department of Education (DOE)was executed in January 2025, 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.

<u>General Consultation and Technical Assistance</u>

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 is 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.

<u>DOE Responsibilities:</u>

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 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 on 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, include 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 rules 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 DOEs 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 DVRs 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 confidentially 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 into 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.

<u>Transition services for youth and students with disabilities, including pre-employment services for students with disabilities.</u>

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 for young adults who have aged out of high school (up to age 24). In addition, DVR and HIDOE 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 though 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, 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 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 support 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 MOUs 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 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 outcome 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 you 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 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 us 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 us 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 OF 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
Name of Signatory	Lea Dias
Title of Signatory	Hawaii Division of Vocational Rehabilitation Administrator
Date Signed	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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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.

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 of 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, 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 decide 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 decide to either visit consumers in their homes and/or communities; or to find other available transportation for the consumers. Additionally, during the 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. 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 of 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.

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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, 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 plan to either visit consumers in their homes and/or communities; or to find other available transportation for the consumers. Additionally, during the 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 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 plan to either visit consumers in their homes and/or communities; or to find other available transportation for the consumers. Additionally, during the 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. 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.

B. 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. 24 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

NOTE: I THINK BECAUSE OF THE PORTAL SITUATION, THIS SECTION WAS A DUPLICATE, may even be a Triplicate. PLEASE BE MINDFUL.

WE WILL MAKE THE CORRECTION IN THE FINAL DOUMENT BUT TO MAINTAIN THE ACCURACY OF THE PAGINATION… WE WILL KEEP IT AS IS.

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 to measure 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 to measure 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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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.

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 to

measure 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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[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.

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).
- 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 to measure 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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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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.

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 to measure 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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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.

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 to measure 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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

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.

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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[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.

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 [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[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.

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.

OTHER APPENDICES