

HAWAII

DRAFT

**STATE PLAN
FOR
TITLE I-B
OF THE WORKFORCE INVESTMENT ACT
AND
THE WAGNER-PEYSER ACT**

March 2007

JULY 1, 2007 TO JUNE 30, 2009

Table of Contents

	<u>Page No.</u>
I. State Vision	1
I. Summary	
I.A. State Economic Development Goals	
I.B. Maximize/Leverage Federal and State Resources	
I.C. Continuum of Education and Training Opportunities	
I.D. Bringing Together Key Players	
I.E. Youth Career Opportunities	
II. State Workforce Investment Priorities	10
III. State Governance Structure	14
III.A. Organization of State Agencies in Relation to Governor	
III.B. State Workforce Investment Board	
III.C. Collaboration Structure and Process	
IV. Economic and Labor Market Analysis	24
IV.A. Current Economic Base	
IV.B. Industries and Occupations Projected to Grow/Decline	
IV.C. Demand for Skilled Workers and Available Jobs	
IV.D. Critical Jobs/Occupations	
IV.E. Skill Needs	
IV.F. Demographics	
IV.G. In-migration or Out-migration	
IV.H. Skill Gaps	
IV.I. Workforce Development Issues	
IV.J. Most Critical Workforce Development Issues	
V. Overarching State Strategies	34
V.A. Leveraging WIA Funds and Private Resources	
V.B. National Strategic Direction	
V.C. Identifying Target Industries and Occupations	
V.D. Continuously Identifying Workforce Challenges	
V.E. Support Training in High Growth/High Demand Areas	
V.F. Support Small Business	
V.G. Incentives	

V.	Overarching State Strategies (cont.)	
	V.H. Improved Youth Services	41
	V.I. Address Legal and Policy Barriers	
	V.J. Flexibility	
VI.	Major State Policies and Requirements	44
	VI.A. Support Management Information System	
	VI.B. Promote Efficient Use of Administrative Resources	
	VI.C. Promote Universal Access and Consistency of Service	
	VI.D. Support Demand-driven System	
	VI.E. Ensure Incorporation of Job Corps and Apprenticeship Programs	
VII.	Integration of One-Stop Service Delivery	48
	VII.A. Quality	
	VII.B. Integration of Service Delivery for Businesses and Job Seekers	
	VII.C. Resource-Sharing	
	VII.D. HireNet Hawaii	
	VII.E. Meeting Needs of Businesses and Job Seekers	
VIII.	Administration and Oversight of Local Workforce Investment System.....	50
	VIII.A. Local Area Designation	
	VIII.B. Criteria for Appointment of Local Workforce Investment Boards	
	VIII.C. Build Capacity of Local Boards	
	VIII.D. State Mandated Requirements for Local Planning Process	
	VIII.E. Regional Planning	
	VIII.F. Allocation Formulas	
	VIII.G. Provider Selection Policies	
	VIII.H. One-Stop Policies	
	VIII.I. Oversight/Monitoring Process	
	VIII.J. Grievance Procedures	
	VIII.K. Facilitating State Policies or Procedures	
IX.	Service Delivery	69
	IX.A. One-Stop Service Delivery Strategies	
	IX.B. Workforce Information	

IX.	Service Delivery (cont.)	
	IX.C. Adult and Dislocated Workers	79
	IX.D. Rapid Response	
	IX.E. Youth	
	IX.F. Business Services	
	IX.G. Innovative Service Delivery Strategies	
	IX.H. Strategies for Faith-based and Community Organizations	
X.	State Administration	118
	X.A. Technology Infrastructure/Management Information Systems	
	X.B. State Plan for Statewide Activity Fund	
	X.C. Assistance from Waiver/Workflex Authority	
	X.D. Performance Management and Accountability	
	X.E. Administrative Provisions	
XI.	Assurances	133

Appendixes

Appendix A - Hawaii Governor Linda Lingle’s 2007 State of the State Address, January 22, 2007

Appendix B - Governor Lingle’s 2007 Hawaii Innovation Initiative

Appendix C - Workforce Development Council yearly Reports to the Governor

Appendix D - Hawaii’s Critical Workforce Issues, Hawaii NGA Project Overview, January 2007

Appendix E - Hawaii Workforce Development Detailed System Flow Chart

Appendix F - Hawaii’s Governor:Public Workforce Investment System

Appendix G - 2004-2014 Employment Outlook for Industries and Occupations, State of Hawaii, October 2006

Appendix H - Summary Table of Strategies: Priority 1 – Job Quality Gap

Appendix I - Summary Table of Strategies: Priority 2 – Worker Supply Gap

Appendixes, Cont'd

Appendix J - Summary Table of Strategies: Priority 3 – Worker Preparation Gap

Appendix K - Summary Table of Strategies: Priority 4 – One-Stop Job Center Gap

Appendix L - Summary Table of Strategies: Priority 5 – Youth Gap

Appendix M - Summary Table of Strategies: Priority 6 – Communication and Coordination Gap

Appendix N - Hawaii's Grievance Procedure for WIA Partners, WIA Bulletin No. 5-03,
February 24, 2003 (Response to Sections VIII.G.4 and VIII.J.)

Appendix O - Process for Developing Hawaii's 2007 WIA State Plan

I. State Vision

- I. *Describe the Governor's vision for a Statewide workforce investment system. Provide a **summary** articulating the Governor's vision for utilizing the resources of the public workforce system in support of the State's economic development that address the issues and questions below. States are encouraged to attach more detailed documents to expand upon any aspect of the summary response if available. [Ref: WIA §112(a) and (b)(4)(A-C)]*

Governor Linda Lingle envisions a Statewide workforce investment system that is a major contributor to the attainment of one of her administration's primary goals for the State of Hawaii:

positive momentum of Hawaii's economy leading to a higher standard of living for Hawaii's citizens.

There is great concern in Hawaii that, since economic times are generally good¹, the unemployment rate is low, and expectations are positive, the State may lose sight of the still-difficult task of putting its economy on the track of real and sustainable economic growth. An important aspect of the Governor's economic goals is that the State must channel some of its resources toward making the structural changes that ensure that economic momentum is sustained. And workforce goals must address the unacceptable present situation:

The current low unemployment rate does not reflect a healthy workforce system. Rather, it masks a system wherein workers hold two or three jobs to earn a marginally sustainable income. Low skill/low wage jobs are plentiful; high skill/high wage jobs are not. And in an economy that increasingly requires skills generally acquired through post-secondary education, many workers are not able to qualify for existing skilled positions. Further economic development is stymied until Hawaii's workforce system can close an ever-widening supply-demand gap.

Therefore, the envisioned workforce system includes:

- 1) higher quality jobs that can provide a living wage, reflecting the optimum balance of both large and small businesses, and the most advantageous combination of established service industry businesses and emerging industries; able to provide good jobs for the people of Hawaii and raise their standard of living,

¹ See Section IV for further information regarding Hawaii's current economic position.
Section I – State Vision

- 2) an adequate worker supply that includes opportunities for incumbent workers to better their positions, enables ex-patriates to return to Hawaii, and embraces currently underrepresented workers, such as people with disabilities, Temporary Assistance for Needy Families (“TANF”) clients, immigrants, out-of-school youth, older workers and retirees, and people with substance abuse and criminal backgrounds,
- 3) qualified workers with the knowledge, skills, and abilities needed to fill the “quality jobs”, resulting from a strong education pipeline that also produces “home grown” entrepreneurs to develop and invest in businesses that provide “quality jobs”,
- 4) a technological portal and a network of One-Stop Job Centers throughout the State that constitutes the State’s “Opportunity Office” (providing training, counseling, and information to both job seekers and businesses), in addition to serving as its “Employment Office”,
- 5) a component that focuses on youth, provides them the opportunity to find and succeed in self-satisfying careers that will provide an adequate standard of living, and
- 6) an effective communication and coordination network continually providing information and tools needed for informed decision-making and strategically targeted efforts, and including a feedback loop that results in genuine two-way communication between the workforce planners and their customers, job seekers and businesses. Hawaii’s ideal communication and coordination network is illustrated in Appendix H.

Her vision for this system is consistent with the **National Strategic Directions**:²

1. Build a demand-driven system within a regional economic development context.
 - This geographically isolated and multi-island State constitutes a “region” in and of itself. Its government is highly centralized. For example, Hawaii has one statewide school system and runs its welfare programs from the state level. This plan’s deference to local decision-making is to compensate for the State’s centralized power.

² The National Strategic Directions are presented on pages 4-13 of the “Instructions for Workforce Investment Act and Wagner-Peyser State Planning and Waiver Requests for Years Three and Four of the Strategic Five-Year Plan (Program Years 2007 and 2008).”

- Please see Section V.A., Section IX.A.5., and Section IX.C.3.d.ii.
2. Implement system reform, with streamlined governance and alignment of economic and workforce development regions.
- The Governor envisions a Statewide workforce system aligned with the State’s goals for economic development; ready and able to meet the needs of both established and emerging industries, as well as job seekers of a wide range of experience and skills. These workforce needs will be met through:
 - 1) a skilled workforce able to support the “high growth” businesses that will bring economic development compatible with Hawaii’s respect for the environment,
 - 2) an emphasis on helping incumbent workers train for “high wage” opportunities, thereby helping them raise their standard of living, while freeing up entry jobs for less-prepared job seekers,
 - 3) strategic focus on skills needed in targeted industry clusters and occupations in high and critical demand, such as teachers and nurses, and
 - 4) strategies to increase the workforce participation rate of currently underrepresented groups³.
 - This system will be business-led, with the participation of various stakeholders in Hawaii’s future: economic development groups, state and local government, educators, and labor organizations.
 - Please see Section V.A. and Section VIII.H.1.
3. Enhance an integrated service delivery system that focuses on services rather than programs.
- The Governor envisions a flexible statewide workforce system that takes advantage of technology and is supported by a coordinated network of local systems and One-Stop Job Centers with a minimum of overlapping services among partner agencies.

³ Underrepresented groups include people with disabilities, Temporary Assistance for Needy Families (“TANF”) clients, immigrants, out-of-school youth, older workers and retirees, and people with substance abuse and ex-offender backgrounds.

- The State will respect each county’s individuality and desire to tailor its services to meet each island’s special needs.
 - The Statewide workforce system is greatly simplified and more efficient with the 2006 launch of HireNet Hawaii, which is both a management information system and a massive database that connects employers and job seekers. Customers requiring personal interaction are still able to communicate with staff who can provide the requested support.
 - Please see Section VII.
4. Advance a vision for serving youth most in need.
- The youth program is refocusing WIA youth investments on out-of-school populations and collaborative service delivery across federal and state programs. In support of talent development, the emphasis for youth outcomes shifts from employment to secondary and post-secondary education.
 - Please see Section I.E., Section II., Section V.H., and Section IX.E.1.
5. Expand workforce information as the foundation for strategic planning and career guidance.
- The Statewide workforce system will have improved information readily available to students, workforce professionals, job seekers and businesses via three routes:
 - 1) an education pipeline from pre-kindergarten through post-secondary levels and life-long learning, providing a path for early, meaningful career counseling, contextual learning, and continuous, life-long learning,
 - 2) the One-Stop Job Center system, and
 - 3) a comprehensive State website that serves as a clearinghouse for job seekers, businesses, and workforce professionals of all levels of sophistication.
 - Improved development and delivery of workforce information will support workforce investment boards and state departments in their strategic planning and investments and provide tools and products that support business growth and economic development; and to provide quality career guidance directly to students and job seekers and their counselors through One-Stop Job Centers.

- Please see Section II., Section V.A., Section V.E., Section V.H., Section VI.A., Section IX.A.5., Section IX.B., Section IX.E.4., Section IX.G.1., Section X.A., and Section X.D.4.
6. Strengthen partnerships with community and faith-based organizations.
- Please see Section V.H., Section IX.E.1., and Section IX.H.
7. Increase the use of flexibility provisions in WIA to design innovative programs that fuel regional economic competitiveness and create employment opportunities for career seeker customers.
- Please see Section V.J., Section VIII.K.5., and Section X.C.
8. Utilize an integrated and enhanced performance accountability system.
- The Governor envisions a statewide workforce system managed with standard business practices, such as periodic establishment of mutually agreed upon budgets and “stretch goals”, milestone reviews, and reasonable, known rewards and consequences related to success and non-performance.
 - The State will report against common performance measures across federal workforce development programs.
 - Please see Section X.D.

The following documents are attached to provide more detailed information on Governor Lingle’s vision for the State of Hawaii:

Appendix A - Hawaii Governor Linda Lingle’s 2007 State of State Address, January 22, 2005

Appendix B - Governor Lingle’s 2007 “Hawaii Innovation Initiative”

Appendix C - Workforce Development Council yearly Reports to the Governor

Appendix D - Hawaii’s Critical Workforce Issues, Hawaii NGA Project Overview, January 2007

Appendix E - Hawaii Workforce Development Detailed System Flow Chart

Appendix O describes the process that was used in the development of this State Plan, and Section XI provides the requisite assurances related to the State Plan.

- I.A. *What are the State’s **economic development goals** for attracting, retaining and growing business and industry within the State?
[Ref: WIA §112(a) and (b)(4)(A-C)]*

The State plans to energize Hawaii's existing economic drivers while at the same time developing new higher valued diversified economic activity that will support higher-skilled and higher-paid jobs.

Energizing Hawaii's Existing Economic Drivers

To build a sustainable, growing economy, the State is seeking to better utilize its assets and resources towards economic development.

Tourism is still Hawaii's core economic engine. However, in order for future tourism to support the development of higher-skilled/higher wage jobs, niche markets such as conventions, business meetings, techno-tourism, agri-tourism, and cultural tourism need to become a greater proportion of industry activities. The goal here is to implement a statewide Strategic Tourism Plan for Hawaii that was created by the Hawaii Tourism Authority. It identifies tourism's critical issues, defines the role of state agencies and other stakeholders in tourism's future and recommends strategies to achieve the State's vision for tourism in Hawaii.

The Arts and Culture community in Hawaii is a significant business segment and a driving force in opening new markets for Hawaii's goods and services. Results include a developing film and digital media sector, more exports, and greater business opportunities and venues abroad and at home for Hawaiian music, art, and performers.

Another ultimate goal is to become a Pacific Center of Excellence in many diverse disciplines. For instance, throughout its history, the University of Hawaii ("UH") has emphasized research related to the distinctive geographical and cultural setting of Hawaii. The islands' location in the Pacific generates interests in marine biology, oceanography and underwater robotic technology. The physical characteristics of Hawaii facilitate research in areas such as astronomy, geology and geophysics. The tropical environment of Hawaii and its related resources enable UH researchers to study agriculture, aquaculture and tropical medicine. In addition, the multicultural population of Hawaii and the islands' close ties to the Asian and Pacific region create a favorable environment for study and research in areas ranging from the arts, genetics, inter-cultural relations, linguistics, philosophy to religion.

Developing New Diversified Economic Activity

In conjunction with its business community, Hawaii has identified the following sectors as knowledge-based "clusters" in which Hawaii has a competitive advantage and which can be developed into growing and thriving sectors with desirable, high-paying jobs: life sciences and biotechnology; ocean and maritime

sciences; astronomy; “dual use” technologies⁴; and film and digital media film production. Hawaii also plans to actively recognize niche business sectors in high tech and diversified agriculture-aquaculture, and promote their ability to network and to gain capital and visibility.

*I.B. Given that a skilled workforce is a key to the economic success of every business, what is the Governor’s vision for **maximizing and leveraging** the broad array of Federal and State **resources** available for workforce investment flowing through the State’s cabinet agencies and/or education agencies in order to ensure a skilled workforce for the State’s business and industry?*

[Ref: WIA§112(a) and (b)(4)(A-C)]

The Governor has directed improved alignment of workforce development programs, education, and the State’s economic development objectives.

In January 2007, Governor Lingle launched her Innovation Initiative, saying “Hawaii’s economic development policy should shift toward developing our people and their capacity to innovate. Hawaii’s people are under-utilized. Increasing a worker’s innovation capacity will enable companies and citizens to compete in a global economy. Without educated and motivated workers, innovation will not occur or be applied.”

The State is investing in educational initiatives to equip and significantly increase the number of Hawaii graduates with world-class analytical and problem-solving skills developed through science, technology, engineering, and math (“STEM”) education in elementary school through college. The State has also joined the America’s Diploma project to introduce more rigor into the public school curriculum.

For incumbent workers, the State is creating life-long learning and skill-building opportunities both in Adult Education and higher education. The Governor plans to deploy a Rapid Response training program to enable quick turn-around of training programs tailored to employers’ requests for specialized skill sets.

Please see response in Section V.A.

⁴ “Dual-Use Technologies” refers to technologies that were developed for the Federal Government, and also have civilian applications. For instance, underwater sensing and mapping technologies commissioned by the military can also be adapted to a number of civilian ocean uses. Without the military’s investment, the technology probably would not have been developed. But after it is developed it is relatively inexpensive to customize it for commercial use. This creates a new and potentially profitable market for the company that developed the military version. Another example is the Maui “super computer” that is funded by the Air Force and used for military purposes, and is commercially available to research firms.

I.C. *Given the continuously changing skill needs that business and industry have as a result of innovation and new technology, what is the Governor’s vision for ensuring a **continuum of education and training** opportunities that support a skilled workforce? [Ref: WIA §112(a) and (b)(4)(A-C)]*

Governor Lingle’s vision for education and training opportunities to support a skilled workforce is an education pipeline that monitors the economy’s need for skills through industry collaboration and implements educational reforms, such as career pathways, contextual learning, and mentoring that will produce a more flexible, adaptable workforce. This process begins with early childhood and continues throughout the life of Hawaii’s citizens. It includes a series of “patches” to cover the “leaks” between preschool and kindergarten, kindergarten and middle school, middle school and high school, high school and either college or technical schools, and throughout an individual’s life. With respect to a student’s formal education, elements of this pipeline are:

- 1) career guidance beginning with middle school,
- 2) experiential learning that includes internships or mentoring programs,
- 3) curriculum that is flexible enough to prepare students for either college or work readiness, and where helpful, includes both a high school diploma and work readiness certification in skills required by high growth/high demand businesses, and
- 4) when a student drops out of school, he/she “drops into” a technical school or training that will result in a work readiness certificate.

For life-long learning, the pipeline will include a strong adult education program, designed to encompass:

- 5) job seekers not currently engaged in the system; out-of-school youth, incumbent workers, those who have given up on finding work (“discouraged workers”), and
- 6) distance learning, wherever practicable.

The envisioned education pipeline will include both public and private institutions, be managed by existing entities and agencies with clear delineation of their scope of responsibilities, reduce overlap, and share resources.

A State goal is a greater role for the university system as an economic driver. This includes programs to develop and foster more university/business exchange and partnerships, to infuse more entrepreneurship with academia, and to encourage and support commercialization of promising research and development

at the campuses. One of the State's goals is to position Hawaii as the knowledge hub of the Pacific Rim.

- I.D. *What is the Governor's vision for **bringing together the key players in workforce development**, including business and industry, economic development, education, and the workforce system to continuously identify the workforce challenges facing the State and to develop innovative strategies and solutions that effectively leverage resources to address those challenges? [Ref: WIA §112(b)(10).]*

The Governor's vision for bringing together key players in workforce development is an effective Workforce Development Council, with its 16 private sector members from all of the counties representing both established business and strategically targeted high growth/high wage businesses, and business-led economic development boards. The WDC would serve as the catalyst to bring together workforce development stakeholders to create a more coordinated, focused and cost-effective workforce system by eliminating duplication and aligning efforts.

- I.E. *What is the Governor's vision for ensuring that **every youth has the opportunity for developing and achieving career goals through education and workforce training**, including the youth most in need of assistance, such as out-of-school youth, homeless youth, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, migrant and seasonal farm worker youth, and other youth at risk? [Ref: WIA §112(b)(18)(A)]*

The Governor's vision for youth is an education and workforce system that provides an opportunity to enter and grow within the education pipeline described in Section I.C., including an effective work-relevant curriculum, opportunities for internships and mentoring, and meaningful career counseling at as early an age as practicable.

Hawaii supports the federal vision of the neediest youth overcoming the most difficult barriers to their becoming contributing members of society. Please see response in Section IX.E.1.

II. Workforce Investment Priorities

- II. *Identify the Governor's key workforce investment priorities for the State's public workforce system and how each will lead to actualizing the Governor's vision for workforce and economic development. [Ref: WIA §111(d)(2) and 112(a)]*

The Governor's key workforce investment priorities relate to closing the "gaps" between the current situation and the Governor's vision, as described in Section I. The gaps are as follows:

- 1) job quality gap,
- 2) worker supply gap,
- 3) worker preparation gap,
- 4) One-Stop Job Center gap,
- 5) youth services gap, and
- 6) communication and coordination gap.

Over the two-year life of this plan, these six priorities will be addressed through the strategies described in Section V, and to the fullest extent practicable within the limitations of available resources. That is, services to WIA's mandated groups (dislocated workers, youth in need, low income adults) must not suffer as Hawaii transitions to the workforce system envisioned in Section I.

1) Job Quality Gap

The State's Department of Business, Economic Development and Tourism ("DBEDT"), in conjunction with each county's Economic Development Board, is the lead agency dedicated to encouraging development of businesses and industries that will provide quality jobs. It is the role of the State workforce system to support DBEDT's efforts to close the State's Job Quality Gap by:

- increasing the range of knowledge, skills, abilities and numbers of workers to meet the needs of both established and emerging business for worker skills and to lead to higher incomes for workers based on upgraded skill acquisition,
- providing an effective means of matching job seekers and businesses,
- creating accurate, persuasive information that will convince businesses of the availability of skilled workers in adequate numbers, and
- providing information needed for informed planning and decision-making for appropriate economic development by businesses and career choices by job seekers.

2) Worker Supply Gap

With respect to closing the State's Worker Supply Gap, the Governor's priority is to increase the number of qualified workers by:

- helping incumbent workers advance in their careers,
- facilitating entrance of underrepresented groups [such as people with disabilities, Temporary Assistance for Needy Families ("TANF") clients, immigrants, out-of-school youth, senior citizens, and people with substance abuse and criminal backgrounds] into the workforce, and
- supplementing the workforce with in-migration of ex-patriates and other job seekers.

3) Worker Preparation Gap

The priority regarding closing the Worker Preparation Gap will primarily focus on fortifying the State's education pipeline as follows:

- identifying and patching "leaks" in the pipeline that may result in youths dropping out of school or moving through the education system unprepared for either a job or higher education; "leaks" are between preschool and elementary school, between elementary school and middle school, between middle school and high school, between high school and college or technical school, and throughout life,
- improving integration of existing programs and institutions,
- enhancing a work-relevant curriculum, including opportunities for experiential learning (such as internships and mentoring) for each student,
- providing meaningful career planning and counseling beginning in middle school and continuing throughout an individual's work-life,
- providing mechanisms, such as workforce readiness certificates, that facilitate matching job seekers and employers,
- more training for low skill/low wage incumbent workers and unemployed job seekers, and
- more training targeted to filling positions in high wage/high growth industries.

4) One-Stop Job Center Gap

Closing the gap between the quality and type of services currently provided by One-Stops, and the ones envisioned in Section I will include:

- clear communication of where the One-Stops fit within the Statewide vision and what the expectations are for their contribution,
- latitude to prioritize in accordance with each county's local situation and within the availability of resources, and
- cooperation between One-Stops and their partners.

5) Youth Services Gap

Hawaii will close the youth services gap by giving priority to out-of-school youth, with increased accountability for employment and/or increased secondary and post-secondary education outcomes. Over the next two years, local youth councils will continue to build an improved system for youth services. Coordination of comprehensive youth services will be improved, with emphasis on service delivery to the most at-risk youth, adult mentors, school dropout prevention, continuing education for well-paying jobs, and coordinated, integrated service delivery.

6) Communication and Coordination Gap

With respect to facilitating the evolution of the current workforce development system into the one envisioned in Section I through improved communication and coordination, the priorities are:

- a) to provide the information and tools needed for informed decision-making, strategically targeted efforts, and increased use by job seekers and businesses by:
 - continuing development and maintenance of a website that serves as a comprehensive resource to job seekers, business, students, and workforce professionals,
 - communication and coordination system that will support One-Stops across the state and save on individual local expenses by sharing common activities such as media buys, workforce supply-demand studies, and preparation of printed material, and

- mutually agreed-upon performance expectations for LWIBs, a system for State oversight of LWIBs, and meaningful opportunity for the LWIBs to affect State policy.
- b) to integrate service delivery and resource leveraging by:
- developing State-level interagency agreements to improve coordination of services in the One-Stop Job Centers and for youth, and
 - developing State policies aimed at improving coordinated services for youth.

III. State Governance Structure

III. State Governance Structure [Ref: WIA §112(b)(8)(A)]

III.A. Organization of State agencies in relation to the Governor

III.A.1. Provide an **organizational chart** that delineates the relationship to the Governor of the agencies involved in the public workforce investment system, including education and economic development and the required and optional One-Stop partner programs managed by each agency.

Please see the organizational chart provided as Appendix F.

III.A.2. In a narrative describe how the agencies involved in the public workforce investment system **interrelate** on workforce and economic development issues and the respective **lines of authority**.

The Governor appointed the Department of Labor and Industrial Relations (“DLIR”) as her official designee for WIA and all workforce development matters. In turn, the DLIR Director assigned the department’s Workforce Development Division (“WDD”) to administer the WIA funds on the Governor’s behalf. As the WIA administrator, WDD contracts with and monitors the local area grantees (the four counties) for the purposes of WIA implementation. WDD also reviews and approves budgets for the Workforce Development Council (“WDC”) and the DLIR’s Research and Statistics Office (“R & S”) to carry out WIA purposes. WDD’s other areas of responsibilities include Wagner-Peyser, Trade Adjustment Assistance (“TAA”), Tax Credits, Senior Community Service Employment, Registered Apprenticeships, the Employment and Training Fund (“ETF”), Alien Certification Program, National Emergency Grants, Base Realignment and Closure (“BRAC”), Personal Responsibility Accounts (“PRA”), Disability Navigator Grant, Reed Act grants, and occasional other grants.

Each of Hawaii’s four county mayors appoints the local Workforce Investment Boards (“LWIBs”) in their respective counties, in accordance with WIA provisions and the WIA State Plan. Three of the local area grant recipients operate the One-Stop Job Centers in their county. The Oahu WIB selects and monitors its One-Stop operator. The LWIBs select and monitor the training providers and youth providers. Except for Adult Education and the Community College training programs, these providers are non-governmental agencies, including but not limited to community-based organizations (“CBOs”) and faith-

based organizations. ALU LIKE, Inc.⁵ is the organization that receives WIA funds for Native Hawaiians, American Indians, and Alaska Natives.

WDC is administratively attached to DLIR and serves as the State Workforce Investment Board. The WDC is the Governor's WIA policy advisor that plans, coordinates, and oversees the provision of WIA services. By State and Federal law, one of the members must also sit on the State Vocational Rehabilitation Council, and three members must also sit on the Career and Technical Education Coordinating Advisory Council ("CATECAC"), which is advisory to the Board of Regents for the University of Hawaii.

The Governor has full authority over five departments involved with workforce and economic development issues:

- 1) DLIR, which houses WDC, WDD, Research & Statistics, Unemployment Insurance, and the Office of Community Services,
- 2) Department of Business, Economic Development and Tourism ("DBEDT"), which is responsible for economic development, maintains a collaborative relationship with the counties' economic development boards, and houses HUD employment and training programs,
- 3) Department of Human Services ("DHS"), which houses vocational rehabilitation, Temporary Assistance for Needy Families ("TANF"), child care, foster care, and the juvenile correctional facility,
- 4) Department of Health ("DOH"), which houses mental health and developmental disability programs, and
- 5) Department of Public Safety ("DPS"), which provides training, work experience, job placement, and employment support services for prisoners and parolees.

The Governor also appoints, with State Senate confirmation, Circuit Court judges. The Family Courts, which deal with juvenile and status offenders, are administered as divisions of the Circuit Courts.

The Governor appoints, with State Senate confirmation, the University of Hawaii's Board of Regents, which has exclusive jurisdiction over the University and its Community Colleges.

⁵ ALU LIKE, Inc. is a private non-profit service organization that receives WIA Section 166 funds for Native Hawaiians, American Indians, and Alaska Natives.

An elected Board of Education formulates policy and manages the public school system, which includes pre-K schooling, charter schools, Adult Education, and Family Literacy programs.

Job Corps is represented on the pertinent LWIBs. Organizations that have received USDOL earmark grants do not have to coordinate with the DLIR; nevertheless, several, most notably the Rural Development Project, have established partnerships with LWIBs and other workforce agencies.

III.B. State Workforce Investment Board [Ref: WIA §112(b)(1)]

III.B.1. Describe the organization and structure of the State Board. [Ref: WIA §111]

The WDC that was in existence at the time the WIA was passed qualified as a “grandfathered” council. That is, the WDC existed on December 31, 1997, was established under the Job Training Partnership Act as a State Human Resources Investment Council, and included representatives of business and labor organizations in the state. The Council’s enabling statute was amended to expand the membership and responsibilities of the existing WDC to meet the requirements for the State Workforce Investment Board described in the WIA. The WDC’s state responsibilities are delineated in State statute.

III.B.2. Identify the organizations or entities represented on the State Board. If you are using an alternative entity which does not contain all the members required under section 111(b)(1), describe how each of the entities required under this section will be involved in planning and implementing the State’s workforce investment system as envisioned in WIA. How is the alternative entity achieving the State’s WIA Goals? [Ref: WIA §111(a-c), 111(e), and 112(b)(1)]

State law specifies that the WDC consist of 31 **members**, including:

- 1) the directors of labor and industrial relations; human services; and business, economic development, and tourism; the superintendent of education; and the president of the University of Hawaii;
- 2) sixteen private sector representatives from business, including the chair of each of the four county workforce investment boards;
- 3) one representative from a community-based native Hawaiian organization that operates workforce development programs;
- 4) two representatives from labor;

- 5) four members of the legislature, two from each house, appointed by the appropriate presiding officer of each house;
- 6) two mayors or their representatives; and
- (7) the Governor or the Governor's designee.

*III.B.3. Describe the **process** your State used to **identify your State board members**. How did you select board members, including business representatives, who have optimum policy-making authority and who represent diverse regions of the State as required under WIA? [Ref: 20CFR661.200)]*

The Governor appoints business and labor representatives to the WDC from nominations by private sector organizations and from individual applications. The Governor appoints two county mayors and requests the Senate President and the Speaker of the House to appoint two members each.

The WDC membership represents construction, finance/real estate, high technology, law, printing, retail, social work, staffing services, training, tourism, entrepreneurs, economic development boards, and employer intermediary organizations.

III.B.4. Describe how the board's membership enables you to achieve your vision described above. [Ref: WIA §111(a-c) and 112(b)(1)]

As Governor's appointees, WDC members are advocates of the Governor's vision. The active and high level membership carries the influence and ideas of the WDC into their extensive community networks. Conversely, members infuse various community perspectives in their WDC deliberations. By using their networks, WDC members convince others in the community to become champions for various pieces of the Governor's vision.

The chief "players" for State-level interagency agreements sit at the WDC table. Therefore, plans for coordinated/integrated service delivery and resource leveraging will be facilitated by WDC.⁶

The Vocational Rehabilitation Advisory Council provides a coordinating network and forum between WIA-Title I, Perkins, and vocational rehabilitation. The Career and Technical Education Coordinating Advisory Council brings together the University of Hawaii Board of Regents, the Board of Education, and the WDC.

⁶ See Summary Table of Strategies; Strategy CC-8.

*III.B.5. Describe how the Board carries out its **functions** as required in sec. 111(d) and 20 CFR 661.205. Include functions required in sec. 111(d) the Board does not perform and explain why.*

The WDC sets the direction for the statewide workforce development system in its yearly reports, in which the WDC advises the Governor regarding workforce development policy and the Governor’s WIA responsibilities.

The Council meets four times a year. Council committees consider issues and make recommendations to the full Council.

Dedicated staff from the WDC office and project-specific staff from the Department of Labor and Industrial Relations’ Workforce Development Division and Research and Statistics Office support the Council’s work. The DBEDT and University of Hawaii members help to develop the annual report to the Governor on Workforce Development.

The only function under §111(d) the Council has not performed is development of an application for incentive grant, as Hawaii did not qualify.

*III.B.6. How will the State board ensure that the **public** (including people with disabilities) has **access** to board meetings and information regarding State board activities, including membership and meeting minutes? [Ref: 20 CFR 661.205]*

The WDC complies with the State’s “Sunshine Law”, which requires posting public notice of its meetings through the Lieutenant Governor’s office. All meeting notices ask that those needing accommodation call the WDC office. Meeting notices, roster, minutes, reports, plans are posted on DLIR’s website, which states:

“The Hawaii Department of Labor & Industrial Relations (DLIR) is committed to ensuring accessibility to our website for all individuals. DLIR has adopted portions of the Federal 508 and W3C accessibility guidelines and standards that have the most positive impact on people using assistive technologies. Our goal is to continue development of accessible information by following accessibility guidelines and standards, as well as listening to our public's needs.

“If you are experiencing difficulty accessing information on this site, we will be glad to send you the information in an alternate format. Please email (dlir.director@hawaii.gov) us indicating:

- * The nature of your accessibility needs.
- * The URL (web address) of the material you tried to access.
- * Your contact information.

“We will contact you and attempt to provide the information you sought. You can also call us at (808) 586-8842 if you don't have access to e-mail.

“Improving access to citizens with disabilities is one of our top priorities, and any suggestions or comments are welcome.”

*III.B.7. Identify the circumstances which constitute a **conflict of interest** for any State or local workforce investment board member or the entity that s/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family. [Ref: WIA §111(f), 112(b)(13), and 117(g)]*

Conflict of interest would exist if a Board member or Youth Council member participated in a decision that would financially benefit that individual, an immediate family member of that individual, or an organization employing that individual. Each Board member and Youth Council member is asked to identify when a conflict of interest or a potential conflict of interest is possible. Such identification is to be voiced prior to any discussion regarding that matter. Should the matter involve a vote, the Board or Youth Council member is asked to abstain from voting.

Neither membership on the Board or the Youth Council, nor receipt of WIA funds to provide training and related services, by itself, constitutes a conflict of interest.

Federal 29CFR97.36(b)(3) and Chapter 84 of the Hawaii Revised Statutes which codifies the Standards of Conduct for members of **State (not county)** boards and commissions in the State of Hawaii are followed.

III.B.8. What resources does the State provide the board to carry out its functions; i.e., staff, funding, etc.?

The State provides office space, an operating budget, and personnel costs for three full-time positions (Executive Director, Secretary, Employment Analyst).

*III.C. **Structure/Process** for State agencies and State board **to collaborate and communicate** with each other and with the local workforce investment system. [Ref: WIA §112(b)(8)(A)]*

Three State cabinet members with responsibilities for portions of the workforce investment system, a representative of the State Department of Education, and a representative of the University of Hawaii sit on the WDC. Their local counterparts sit on the LWIBs.

*III.C.1. Describe the steps the State will take to **improve operational collaboration** of the workforce investment activities and other related activities and programs outlined in section 112(b)(8)(A), at both the State and local level (e.g., joint activities, memoranda of understanding, planned mergers, coordinated policies, etc.). How will the State board and agencies eliminate any existing State-level barriers to coordination. [Ref: WIA§111(d)(2) and 112(b)(8)(A)]*

The proof of operational collaboration is integrated delivery of services to customers through the local One-Stop Job Centers. Memorandums of Understanding provide the blueprint for that service delivery and ongoing maintenance of the One-Stop Job Centers.

The State procured HireNet Hawaii, an internet-based job matching and case management system that is available to active participating One-Stop partners and the public. It facilitates collaboration of services through the following features:

- 1) enables partner agencies to register, case manage, and track common customers,
- 2) allows staff from all user agencies to access job order information and refer candidates to posted openings,
- 3) enables job seekers and partner agencies to post resumes for job matching or viewing by employers,
- 4) provides career information, self-assessment tools, and other resources for staff, employers, and job seekers, and
- 5) maintains a data warehouse used to prepare reports for WIA and Wagner-Peyser programs.

No State general fund revenues are directed to One-Stop Job Center development. To ensure that adequate funding is available for the maintenance of the system locally, costs are shared by all of the participating One-Stop user programs that are primarily federally funded.

The local One-Stop operators lead cross-staff training and teaming between agencies; for example, staff learn the services, policies, practices, and procedures of each partner so staff can make informed referrals. One-Stop operators customize and simplify information about each partner so that staff can provide sister agency information to customers.

Long-standing State-level barriers to coordination have been turf issues between organizations, blurred roles and responsibilities between the State and Counties and between the public and private sectors, shared governance over the

educational institutions and the conflicts arising there from, and inexperience in the collaborative pursuit of the State’s economic policy. Activities, such as the National Governors’ Association (“NGA”) Pathways project, P-20 Initiative, Department of Education/University of Hawaii-Community Colleges (“DOE/UHCC”) Coordinating Council, Real Choices website for people with disabilities, and several action items in the WDC’s yearly reports to the Governor, convene diverse organizations to solve problems together and build mutual trust.

In addition to the two-year local strategic plans, the local areas prepare a detailed budget, called an **annual operating plan**. The operating plans are submitted to the State annually and may be modified once each quarter to adjust for changes in the funding level and/or number of participants to be served.

*III.C.2. Describe the lines of communication established by the Governor to ensure **open and effective sharing of information** among the State agencies responsible for implementing the vision for the public workforce system and between the State agencies and the State workforce investment board.*

The coordinating links for WIA-Title I, Wagner-Peyser, Perkins, the Division of Vocational Rehabilitation (“DVR”), and Adult Education are united in the Governor’s cabinet, the WDC, and the LWIBs and One-Stop Job Centers of every county. Please also see response to Section I.D.

*III.C.3. Describe the lines of communication and mechanisms established by the Governor to ensure **timely and effective sharing of information** between the State agencies/State Board and local workforce investment areas and local Boards. Include types of regularly issued guidance and how Federal guidance is disseminated to local Boards and One-Stop Career Centers. [Ref: WIA §112(b)(1)]*

The State believes that it is important for information to be public and accessible, and has developed a written communication system consisting of WIA Bulletins and WIA Memorandums. The WIA Bulletins are used to disseminate Federal and State policies, guidance, and information necessary for program implementation such as all funding allocations and instructions for the submittal of local area plans. The WIA Memorandums are used to disseminate general information about WIA and related topics. The State also hosts periodic State/Local Area meetings via video conferencing to discuss various issues related to the implementation of WIA.

*III.C.4. Describe any cross-cutting organizations or bodies at the State level designed to **guide** and inform **an integrated vision for serving youth in the State** within the context of workforce investment, social services, juvenile justice, and education.*

Describe the membership of such bodies and the functions and responsibilities in establishing priorities and services for youth. How is the State promoting a collaborative cross-agency approach for both policy development and service delivery at the local level for youth? [Ref: WIA §112(b)(18)(A)]

In the absence of a cross-cutting State organization to guide integrated services to youth, the State will improve the coordination of policy development and service delivery for youth as follows.

- 1) The State will ask local areas to improve and describe their collaborative approaches to youth service delivery in a Comprehensive Youth Plan to be included in their local plan.⁷ State review and approval of the local plans will ensure coordination by local agencies.⁸ The State will issue local plan guidelines in August 2007. Local area preparation, and State review and approval, of the plans will be complete by January 31, 2008.
- 2) Staff representing three Hawaii organizations, the Oahu Workforce Investment Board (“OWIB”), Job Corps, and Foster Care, attended the December 2004 USDOL forum in Phoenix, Arizona. They shared the information and assisted the Adult Education Section to conduct a cross-agency symposium in April 2005 featuring model coordination strategies. The WDC Youth Committee used the tools from the symposium to create a planning matrix to map the desired, comprehensive, coordinated youth system for Hawaii. The matrix was shared with the local Youth Councils and ALU LIKE.

Although State activities are still within “silos”, the following progress is being made:

- 1) State agencies provide the setting and incentive for integrated services through workshops for staff from multiple youth agencies; for example, April 2005 and April 2007 Adult Education Symposiums; WDC-sponsored workshops and conferences, such as the February and March 2005 Best Practices Workshops.
- 2) The WDC Youth committee, with members from the four LWIBs, has provided training conferences and workshops and shaped the youth sections of this plan.
- 3) The LWIBs’ Youth Councils have representatives from Adult and Community Education, ALU LIKE, Inc., Job Corps, vocational rehabilitation, One-Stop Job Centers, youth service agencies (providers, participants, graduates), Community Colleges, unions,

⁷ See Summary Table of Strategies; Strategy OS-1.

⁸ See Summary Table of Strategies; Strategy CC-9.

business, foster parents, police, Family Courts, prosecuting attorneys, counties, and the State Department of Health.

- 4) Coalitions have formed to address the education continuum, most notably the Hawaii P-20 Initiative and the Department of Education/ University of Hawaii Community Colleges Coordinating Council. The WDC executive director serves on the boards of these coalitions.
- 5) Information about services in all the areas is carried on two websites: Aloha United Way's "211" and the Real Choices website for people with disabilities.
- 6) Local agencies cooperate to provide youth with needed services. Some examples are existing partnerships between:
 - a) Rural Development Project (earmark grant), WIA, TANF, Adult Education, and Community Colleges to teach skills,
 - b) Rural Development Project, WIA and police to address ice addiction,
 - c) WIA, Office of Youth Services, ALU LIKE, Inc., Maui Economic Opportunity, Inc., Family Court, Adult Education, and Corrections, to serve juvenile and adult offenders, and
 - d) Department of Defense, DOE, and City and County of Honolulu share service delivery and costs for juvenile offenders.

Please also see response to Section IX.E.1.

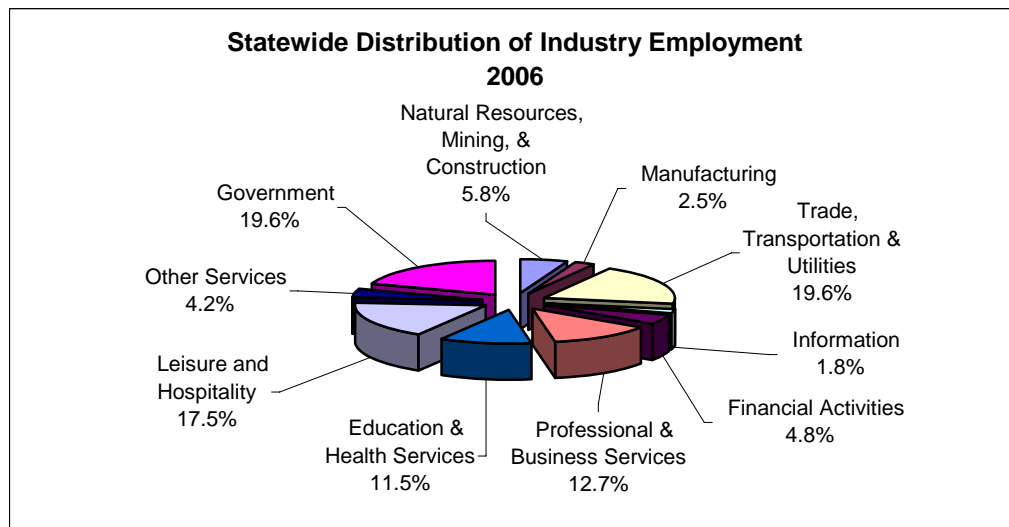
IV. Economic and Labor Market Analysis

[Ref: WIA §112(b)(4)]

IV. As a foundation for this strategic plan and to inform the strategic investments and strategies that flow from this plan, provide a detailed analysis of the State's economy, the labor pool, and the labor market context. Elements of the analysis should include the following:

IV.A. What is the **current** makeup of the State's **economic base** by industry?

In calendar year 2006, there was an annual average of 616,550 jobs in the State of Hawaii. The economic base of the State is composed of 10 major industries; the largest of which is Government. The public sector is composed of 121,100 jobs and accounts for about 20 percent of the total jobs count. Within the government sector, the largest branch is state government, with a significant percentage of its jobs in Education. The Federal government branch is the second largest, and County government is the smallest.



Close behind are the combined industries of Trade, Transportation, and Utilities (“TTU”), which amounts to 120,800 jobs or another 20 percent of the job total. Nearly three out of five TTU jobs are in the retail trade.

Another major industry in Hawaii is the Leisure and Hospitality industry, which has 107,600 jobs and almost 18 percent of the total job tally. A huge portion of this industry is Accommodation and Food Services, which is the hotel and restaurant business. Tourism continues to remain strong throughout the islands and is a vital part of our state's economy.

The Professional and Business Services sector accounts for nearly 13 percent of the statewide job total, and experienced the largest increase in new jobs between

2005 and 2006, expanding by 4,050 jobs. Most of the 78,250 jobs are found in the Administrative, Support, and Waste Management fields and secondarily, in the Professional, Scientific, and Technical arenas.

About 12 percent of the jobs in Hawaii are in the Educational and Health Services industry. Of the 70,950 jobs, the bulk of them are located in Health Care and Social Assistance agencies.

The Natural Resources and Construction industry with 35,850 jobs represents about 6 percent of the statewide job count. Between 2005 and 2006, its 6.8 percent growth rate was far above the next fastest growing industry – the Professional and Business Services group with 5.2 percent – and almost three times greater than the State’s overall job growth rate of 2.4 percent. The Construction sector comprised the bulk of this industry.

The rest of Hawaii’s economic base is composed of the following industries: Financial Activities, 29,900 jobs; Other Services, 26,150 jobs; Manufacturing, 15,150 jobs; and Information, 10,800 jobs.

*IV.B. What **industries and occupations are projected to grow and/or decline** in the short term and over the next decade?*

In the short term, trade, transportation and utilities; educational and health services; leisure and hospitality; professional and business services; and construction will account for over 90% of Hawaii’s job growth. Construction is also projected to experience the largest percentage growth of all industries, in anticipation of a boom in jobs related to numerous military contracts. Only the natural resources and mining sector is expected to decrease as large scale crop output wanes.

Over the next decade, professional and business services, construction, and education and health services industries are expecting strong employment growth. Education and health services will add the most jobs, followed by the administrative support portion of professional and business services, and the accommodation and food services section of leisure and hospitality.

- There will be a significant number of new jobs in the areas of education, training, and library-related work.
- Large military housing contracts will fuel growth in jobs related to specialty trade contractors and the building construction sectors. With construction bustling along, construction- and extraction-type jobs are expected to correspondingly soar over the next 10 years.

- Nursing and residential care facilities will be the driving force behind health services. Jobs in demand include health practitioners, especially registered nurses, and other service jobs in healthcare support.
- Service occupations, the largest occupational group, are likely to add the most jobs, with food preparation and food service jobs adding the largest number of new jobs.
- Other kinds of work expanding at a fast pace will be jobs involving computers and math, personal care, and community and social service positions and.

Table IV.1 at the end of this section shows Hawaii’s 2004-2014 occupational outlook by major occupational groups. Additional information can be found in Appendix G.

In the next decade, natural resources and mining are expected to decline, mainly in agriculture, forestry, and fishing. Table IV.2 at the end of this section shows the industrial composition of Hawaii’s workforce expected between 2004 and 2014. Another area in decline is the administrative support group, mainly word processors and typists. Stock clerks and order fillers as well as secretaries will also find less work due to automation and technological advances.

*IV.C. In what industries and occupations is there a **demand for skilled workers and available jobs**, both today and projected over the next decade? In what numbers?*

Currently, registered nurses, workers with carpentry skills in the construction industry, elementary and secondary school teachers, and workers certified in the health and education fields are in demand.

Top 5 Skilled Occupations with the Most Annual Openings 2004-2006	
Registered Nurses	390
Carpenters	350
Elementary School Teachers, Exc. Special Education	320
Secondary School Teachers, Exc. Special Education	280
Accountants and Auditors	220

Over the next decade, the first four occupations above will still have opportunities in numbers of approximately 390, 170, 350, and 290, respectively. Other occupations in demand that require specialized training involve the mathematical and computer arena, such as engineers (580), network systems and data communication analysts (460), computer systems analysts (430), network and computer systems administrators (360), system software computer software engineers (310), and computer and information systems managers (230). Job

opportunities for plumbers (440) and electricians (430) and smaller numbers of construction related occupations, such as painters and welders will also be plentiful during this period.

IV.D. What jobs/occupations are most critical to the State's economy?

The largest of the major occupational groups, service occupations, generate the largest number of new openings. Due to the number of openings, this worker supply gap is critical to the state's economy. More than one-quarter of the workforce is employed in this sector. Over one-third of the new service jobs will be for food preparation and food service workers, as consumers continue to dine out more frequently. Service occupations with a large number of openings include wait help, fast food help, and security guards. Lastly, as demand for health services grows, healthcare support occupations become increasingly critical.

Jobs in the professional field are also critical to the state's economy. Many of these jobs require an extensive amount of education, certification, and hands-on preparation. Shortages of registered nurses, elementary and secondary school teachers, accountants and auditors, and computer skilled people are expected to continue.

IV.E. What are the skill needs for the available, critical and projected jobs?

In addition to the specialized knowledge and possession of relevant degrees of education, the skills necessary for professional jobs involve reading comprehension, active listening, critical thinking, speaking, instructing, and mathematics. Abilities such as oral/written expression and oral/written comprehension, reasoning, and problem sensitivity are also desirable attributes. Service occupations require less education and training preparation. Important skills needed include active listening, speaking, and social perceptiveness. Oral and written comprehension and expression, along with physical requirements like trunk strength, speech clarity, and near vision are also helpful to this group. Table IV.3 at the end of this section lists the skills; abilities; knowledge; and training and education requirements of the top 10 occupations with the largest annual openings expected between 2004 and 2014.

The NGA Pathways report documents that most jobs in the future are likely to require two or more years of technical training after high school.

IV.F. What are the current and projected demographics of the available labor pool (including the incumbent workforce) both now and over the next decade?

In 2006, Hawaii's had a civilian⁹ labor force of 643,500, with the following approximate characteristics:

- The workforce is multi-ethnic; the two largest groups are Asian (45 percent) and White (26 percent).
- In 2005, thirty- two percent are employed in management, professional, and related occupations. Twenty-seven percent are in sales and office occupations. Twenty- two percent are in service occupations.
- In 2005, about 19 percent are in the educational services, healthcare, and social assistance industries. About 16 percent are in the arts, entertainment, recreation, accommodation, and food services industries. Approximately 12 percent are in the retail trade.
- Median earning in 2005 was \$30,454. Males working full-time, year-round earned \$41,029, and females earned \$32,309. In 2006, women accounted for nearly 49 percent of the civilian labor force, with a 2.1 percent unemployment rate.
- The age of the current workforce – a smaller proportion of workers between ages 18 and 45; a preponderance of older workers (55-64 year olds) – means that Hawaii faces the prospect of a long-term labor shortage. The State will need roughly 23,400 new workers each year through 2014, whereas only 12,000 youth will enter the Hawaii workforce each year.
- Sixty five (65.0) percent of Hawaii's civilian population, age 16 and older, is participating in the workforce, compared to the national average of 65.9 percent.

Other general demographics affect the makeup of the potential workforce:

- Approximately one-fifth (19%) of the State's population has disabilities.
- Almost one-fifth (17.2%) of the State's population is foreign-born.
- There are over 10,000 TANF clients, mostly women, seeking work.

Additional detail can be found in Table IV.4 at the end of this section and in Appendix D.

⁹ Hawaii has several large military installations.

IV.G. *Is the State experiencing any **“in migration” or “out migration”** of workers that impacts the labor pool?*

Between April 1, 2000 through July 1, 2003, Hawaii experienced net out migration to other states of 11,986 persons, according to 2004 Census reports. This was more than countered by a 24,204 net gain in foreign in migration. Any out migration to the other states represents a loss to Hawaii’s labor pool.

IV.H. *Based on an analysis of both the projected demand for skills and the available and projected labor pool, what **skill gaps** is the State experiencing today and what skill gaps are projected over the next decade?*

Hawaii’s skill gap is significant. At one end of the spectrum, many of its workers and job seekers are of an unacceptably low level in the basics of reading, writing, communicating, and reasoning. On the other end, as Hawaii attempts to develop high tech industries, it must have a highly skilled workforce available to support that transition. Table IV.3 at the end of this section lists the skills currently in need, and through 2014.

Please also see response to Section I.A and Section II regarding Hawaii’s Worker Preparation Gap.

IV.I. *Based on an analysis of the economy and the labor market, what **workforce development issues** has the State identified.*

Please see response in Section II regarding Hawaii’s Worker Supply Gap and Worker Preparation Gap.

IV.J. *What **workforce development issues** has the State prioritized as being **most critical** to its economic health and growth?*

Please see response in Section II regarding Hawaii’s Job Quality Gap.

**Table IV. 1. Occupational Employment, 2004-2014
State of Hawaii**

Occupation Group	Employment		Change in Employment	
	2004	2014	Total	Percent
TOTAL, ALL GROUPS	591,130	671,520	80,390	13.6%
Management, Business & Financial Occupations	50,760	58,710	7,950	15.7%
Management Occupations	28,890	33,250	4,360	15.1%
Business & Financial Occupations	21,870	25,460	3,590	16.4%
Professional & Related Occupations	108,620	129,460	20,840	19.2%
Computer & Mathematical Occupations	8,470	10,730	2,260	26.7%
Architecture & Engineering Occupations	8,710	9,470	760	8.7%
Life, Physical, & Social Science Occupations	6,350	7,130	780	12.3%
Community & Social Services Occupations	9,360	11,160	1,800	19.2%
Legal Occupations	4,090	4,520	430	10.5%
Education, Training, & Library Occupations	40,090	49,160	9,070	22.6%
Art, Design, Enter, Sports, & Media Occupations	8,920	10,330	1,410	15.8%
Healthcare Practitioners & Technical Occupations	22,630	26,960	4,330	19.1%
Service Occupations	157,460	181,430	23,970	15.2%
Healthcare Support Occupations	12,120	15,120	3,000	24.8%
Protective Service Occupations	20,810	23,140	2,330	11.2%
Food Preparation & Serving Related Occupations	69,750	78,430	8,680	12.4%
Building & Grounds Cleaning & Maint. Occupations	35,000	40,950	5,950	17.0%
Personal Care & Service Occupations	19,780	23,790	4,010	20.3%
Sales & Related Occupations	59,300	66,550	7,250	12.2%
Office & Administrative Support Occupations	102,340	106,200	3,860	3.8%
Farming, Fishing, & Forestry Occupations	4,200	4,130	-70	-1.7%
Construction & Extraction Occupations	27,920	34,220	6,300	22.6%
Supervisors, Construction & Extraction Workers	2,370	2,870	500	21.1%
Construction Trades Workers	22,540	27,670	5,130	22.8%
Helpers, Construction Trades	1,390	1,740	350	25.2%
Other Construction & Related Workers	1,380	1,660	280	20.3%
Installation, Maintenance, & Repair Occupations	23,590	26,800	3,210	13.6%
Production Occupations	19,070	20,810	1,740	9.1%
Transportation & Material Moving Occupations	37,890	43,230	5,340	14.1%

Note: Figures may not add to totals due to rounding to the nearest ten.

Table IV. 2. Industry Employment and Growth Rates, 2004-2014
State of Hawaii

<u>Industry</u>	<u>Employment</u>		<u>Change in Employment</u>	
	<u>2004</u>	<u>2014</u>	<i>Number</i>	<u>Avg. Annual Growth Rate</u>
TOTAL, ALL INDUSTRIES	591,130	671,520	80,390	1.4%
GOODS-PRODUCING INDUSTRIES	52,630	58,460	5,830	1.1%
AGRICULTURE, FORESTRY, FISHING, & MINING	8,090	7,640	-450	-0.6%
CONSTRUCTION	29,150	35,210	6,060	2.1%
MANUFACTURING	15,390	15,610	220	0.1%
SERVICE-PROVIDING INDUSTRIES	538,500	613,060	74,560	1.4%
TRADE, TRANSPORTATION, & UTILITIES	112,230	127,320	15,090	1.3%
Wholesale Trade	17,040	18,400	1,360	0.8%
Retail Trade	66,960	74,650	7,690	1.2%
Transportation & Warehousing	25,490	31,450	5,960	2.3%
Utilities	2,740	2,830	90	0.3%
INFORMATION	10,800	11,570	770	0.7%
FINANCIAL ACTIVITIES	28,810	29,840	1,030	0.4%
PROFESSIONAL & BUSINESS SERVICES	70,750	87,210	16,460	2.3%
EDUCATION & HEALTH SERVICES	119,040	142,930	23,890	2.0%
Educational Services, Inc. Govt. Educational Services	60,340	72,940	12,600	2.1%
Health Care & Social Assistance	58,700	69,990	11,290	1.9%
LEISURE & HOSPITALITY	103,770	116,020	12,250	1.2%
Arts, Entertainment, & Recreation	11,400	13,370	1,970	1.7%
Accommodation & Food Services	92,370	102,650	10,280	1.1%
Accommodation	37,780	42,110	4,330	1.2%
Food Services & Drinking Places	54,600	60,550	5,950	1.1%
OTHER SERVICES	24,460	26,440	1,980	0.8%
GOVERNMENT	68,640	71,720	3,080	0.5%
Federal Government	31,480	32,190	710	0.2%
State Government, exc. Education & Hospitals	20,040	21,640	1,600	0.8%
Local Government	17,130	17,890	760	0.4%

NOTE: FIGURES MAY NOT ADD TO TOTALS DUE TO ROUNDING TO THE NEAREST TEN.

Source: State of Hawaii Department of Labor and Industrial Relations, Research and Statistics Office, October 2006

Table IV. 3. Skill Requirements of Jobs With the Most Job Openings From 2004-2014

<i>Occupation</i>	<i>Skills</i>	<i>Abilities</i>	<i>Knowledge</i>	<i>Training & Education Requirements</i>	<i>Annual Openings</i>
Retail Salespersons	Active Listening, Mathematics, Speaking, Social Perceptiveness, Critical Thinking	Oral Comprehension & Expression, Trunk Strength, Speech Recognition & Clarity, Problem Sensitivity	Customer & Personal Service, Sales & Marketing, Administration & Management	Short-term on-the-job training	1,320
Waiters & Waitresses	Speaking, Active Listening, Service Orientation, Social Perceptiveness	Oral Comprehension & Expression, Speech Clarity & Recognition, Trunk Strength	Customer & Personal Service, Sales & Marketing, English, Food Production	Short-term on-the-job training	960
Cashiers	Active Listening, Mathematics, Speaking, Instructing, Social Perceptiveness	Oral Expression & Comprehension, Number Facility, Speech Recognition & Clarity, Near Vision	Customer & Personal Service, Mathematics, English, Education & Training	Short-term on-the-job training	670
Fast Food Preparers & Servers	Active Listening, Speaking, Instructing, Mathematics, Social Perceptiveness	Oral Comprehension & Expression, Speech Clarity, Problem Sensitivity, Trunk Strength, Near Vision	Customer & Personal Service, Food Production, Sales & Marketing, Mathematics	Short-term on-the-job training	560
Janitors & Cleaners	Equipment Maintenance, Repairing, Troubleshooting	Static Strength, Manual Dexterity, Multi-limb Coordination, Trunk Strength, Stamina	Mechanical, Customer & Personal Service, Chemistry	Short-term on-the-job training	510
Food Counter Attendants	Speaking, Instructing, Active Listening, Reading, Comprehension	Oral Comprehension & Expression, Speech Recognition & Clarity, Trunk Strength, Near Vision	Customer & Personal Service, Food Production, Mathematics	Short-term on-the-job training	500
General Office Clerks	Active Listening, Reading Comprehension, Speaking, Writing, Social Perceptiveness	Oral Expression & Comprehension, Speech Recognition & Clarity, Written Comprehension	Customer & Personal Service, Clerical, English, Mathematics	Short-term on-the-job training	480
Registered Nurses	Active Listening, Reading Comprehension, Critical Thinking, Instructing, Speaking	Problem Sensitivity, Oral Comprehension, Reasoning	Medicine & Dentistry, Psychology, Customer & Personal Service, English, Biology	Associate Degree	390
Maids & Housekeeping Cleaners	No specific skills	Trunk Strength, Wrist-Finger Speed, Manual Dexterity	Customer & Personal Service	Short-term on-the-job training	380
Elementary School Teachers	Instructing, Speaking, Learning Strategies, Reading Comprehension	Oral & Written Expression and Comprehension, Problem Sensitivity, Speech Clarity	Education & Training, English, Mathematics, Psychology	Bachelor's Degree	350

Table IV. 4. LABOR FORCE INFORMATION BY SEX AND RACE
State of Hawaii, 2006

SEX AND RACE	PERCENT DISTRIBUTION				
	CIVILIAN LABOR FORCE	CIVILIAN LABOR FORCE	EMPLOYED	UNEMPLOYED	MENT RATE
BOTH SEXES (incl. Hispanic)	643,500	100.0%	100.0%	100.0%	2.4%
WHITE	165,900	25.8	25.8	23.6	2.2
BLACK/AFRICAN AMERICAN	7,350	1.1	1.1	1.8	3.6
AMER. INDIAN/ALASKAN NATIVE	1,500	0.2	0.2	0.5	5.4
ASIAN	288,200	44.8	45.1	30.3	1.6
NATIVE HAWAIIAN/PAC. ISLANDER	53,600	8.3	8.1	16.2	4.6
SOME OTHER RACE	6,650	1.0	1.0	1.6	3.6
TWO OR MORE RACES	120,300	18.7	18.5	26.0	3.3
MINORITY GROUP	477,600	74.2	74.2	76.4	2.4
HISPANIC OR LATINO	38,050	5.9	5.8	10.1	4.1
FEMALES (incl. Hispanic)	311,850	100.0%	100.0%	100.0%	2.1%
WHITE	76,000	24.4	24.4	24.2	2.1
BLACK/AFRICAN AMERICAN	2,950	0.9	0.9	1.9	4.3
AMER. INDIAN/ALASKAN NATIVE	700	0.2	0.2	0.7	6.9
ASIAN	145,650	46.7	47.1	28.5	1.3
NATIVE HAWAIIAN/PAC. ISLANDER	25,450	8.2	8.0	15.8	4.1
SOME OTHER RACE	2,950	1.0	0.9	1.8	3.9
TWO OR MORE RACES	58,100	18.6	18.4	27.1	3.1
MINORITY GROUP	235,850	75.6	75.6	75.8	2.1
HISPANIC OR LATINO	18,800	6.0	5.9	11.1	3.9
<i>Females as a percent of both sexes</i>	48.5%	-----	-----	-----	-----

Note: Totals may not add due to rounding.

Source: Labor Force Estimates from 2006 Annual Local Unemployment Statistics ("LAUS"), based on 2000 Census.

V. Overarching State Strategies

It is extremely important that this plan be realistic; designed to guide the State’s workforce system towards the Governor’s vision, but practical enough to result in constructive progress. Therefore, the implementation strategies are intended to provide guidance, and not dictate actions. It is intended to provide Local Workforce Investment Boards (“LWIBs”) with latitude to chart their own course within the State parameters, and recognize that funding limitations will require careful prioritization of activities.

Strategies described in this section are summarized in the Summary Table of Strategies attached as Appendixes H through M, by the six priorities identified in Section II. Items are numbered by priority:

<u>Priority Number</u>	<u>Priority</u>	<u>Action Item Number</u>
1	Job Quality Gap	JQ - 1
2	Worker Supply Gap	WS - 1-19
3	Worker Preparation Gap	EP - 1-17
4	One-Stop Job Center Gap	OS - 1-3
5	Youth Services Gap	YS - 1-7
6	Communication/Coordination Gap	CC - 1-9

Responsibility and target dates for each strategy will be inserted as part of implementation planning, and in conjunction with preparation of LWIB plans.

V.A. *Identify how the State will use WIA Title I funds to **leverage** other Federal, State, local, and private **resources** in order to maximize the effectiveness of such resources and to expand the participation of business, employees, and individuals in the Statewide workforce investment system. [Ref: WIA §112(b)(10)]*

The State’s strategy towards maximizing the effectiveness of available Federal and State resources is to:

- 1) become organizationally structured for efficient operations,
- 2) strategically leverage economic, education, and employment efforts, and
- 3) optimize use of available technologies.

A more effective statewide workforce system will result in expanded participation by job seekers and employers, and as “success” builds, promote additional interest from private entities. Within the July 2007 to June 2009 span of this Plan, the State’s strategy is to focus on filling the immediate Worker Supply Gap, transitioning towards the vision of a demand-driven workforce system, and reinforcing its education pipeline. The LWIBs will be asked to develop and implement a local WIA Plan consistent with this statewide plan.¹⁰

The expectation is that as the statewide workforce system becomes more business-oriented and private participation grows, private funding can be tapped to support the system.

Organizationally Structured for Efficiency¹¹

The State will study the costs and advantages and disadvantages of merging economic and workforce development functions. It will clearly define the responsibilities of government agencies and available programs involved in workforce development. The WDC will facilitate the LWIBs’ exploration of opportunities for joint implementation of functions and joint support of certain infrastructure

The State will suggest that One-Stop Job Centers continue to examine their Memoranda of Understanding¹² to authorize cross-agency service delivery, reduce duplicative services, foster electronic connectivity between partners, develop and identify resource support for innovative strategies, and identify the training needs of business partners.

Strategically Leverage Economic, Education, Employment Efforts.

The State will garner the resources and focus of economic developers, educators, and workforce developers to align and coordinate their systems to work on the following efforts together.

Economic development efforts will concentrate on:

- identifying high growth / high wage businesses and business associations, asking them for information regarding their workforce needs, and working on filling that need¹³.

¹⁰ See Summary Table of Strategies; Strategy OS-1.

¹¹ See Summary Table of Strategies; Strategy OS-1, CC-8.

¹² See Summary Table of Strategies; Strategy CC-8, OS-1.

¹³ See Summary Table of Strategies; Strategy JQ-1, CC-3.

Workforce development efforts will concentrate on:

- focusing on underrepresented groups¹⁴ and reaching out to discouraged workers¹⁵,
- reaching out to incumbent workers¹⁶, and exploring ways to facilitate in-migration¹⁷ of workers with the skills in demand,
- focusing its training on (1) occupations in high demand¹⁸, and (2) on transferable skills, rather than specific occupations¹⁹,
- developing and implementing LWIB plans²⁰ that are synchronized with this statewide plan, reflect County issues, and include mechanisms to ensure progress towards the State vision and Federal WIA compliance, and
- exploring ways to “piggyback” onto existing means of communication²¹, such as A UW’s 211 phone system to direct people in need to job opportunities, and asking employers to suggest use of HireNet Hawaii and One-Stops as they notify job seekers that they were not selected.

Education efforts will concentrate on:

- fortifying the education pipeline²²,
- fortifying links between Adult Education, Community Colleges, and One-Stop Job Centers to reduce duplicative services²³,
- providing consistent and comprehensive career guidance²⁴, and
- addressing needs of youth and employers by exploring Work Readiness Certification²⁵; a portable declaration that a person is work-ready.

¹⁴ See Summary Table of Strategies; Strategy WS-1 through WS-8.

¹⁵ See Summary Table of Strategies; Strategy WS-18.

¹⁶ See Summary Table of Strategies; Strategy EP-14.

¹⁷ See Summary Table of Strategies; Strategy WS-10, WS-17.

¹⁸ See Summary Table of Strategies; Strategy WS-11.

¹⁹ See Summary Table of Strategies; Strategy EP-11.

²⁰ See Summary Table of Strategies; Strategy OS-1, OS-2, OS-3, CC-5, CC-8.

²¹ See Summary Table of Strategies; Strategy CC-1, CC-2.

²² See Summary Table of Strategies; Strategy EP-1 through EP-7, EP9 through EP-13.

²³ See Summary Table of Strategies; Strategy EP-7.

²⁴ See Summary Table of Strategies; Strategy EP-8, CC-6, WS-17.

²⁵ See Summary Table of Strategies; Strategy EP-15, EP-16.

An important aspect of this strategy is to appropriately prioritize among the myriad of opportunities and barriers to workforce development. For instance, an important consideration to job seekers moving to Hawaii is the cost and availability of housing, and one of the primary impediments to the construction of housing (and economic development in general) is governmental permitting requirements and delays. Another overarching problem is substance abuse. The State's housing shortage, permitting difficulties, and substance abuse are critical to workforce development, but attempting to solve these problems would distract the focus of the workforce system. Therefore, an additional strategy is for the workforce system to identify and support agencies whose primary responsibilities are to address barriers such as the affordable housing shortage, delays in government permitting, and substance abuse.²⁶

Optimize Use of Available Technologies²⁷

Continue the good progress in linking all available resources for job seekers, businesses, job matching, workforce professionals, policy-makers, and life-long learning.

V.B. *What strategies are in place to address the **national strategic direction** discussed in Part I of this guidance, the Governor's priorities, and the workforce development issues identified through the analysis of the State's economy and labor market? [Ref: WIA §112(b)(4)(D), 112(a)]*

Please see strategies described in the other Subsections of Section V.

V.C. *Based on the State's economic and labor market analysis, what strategies has the State implemented or plans to implement to **target industries and occupations** within the State that are high growth, high demand, and vital to the State's economy? [Ref: WIA §112(a), 112(b)(4)(A)] The State may want to consider:*

1. *Industries projected to add a substantial number of new jobs to the economy; or*
2. *Industries that have a significant impact on the overall economy; or*
3. *Industries that impact the growth of other industries; or*
4. *Industries that are being transformed by technology and innovation that require new skill sets for workers; or*

²⁶ See Summary Table of Strategies; Strategy WS-13, WS-14, WS-15.

²⁷ See Summary Table of Strategies; Strategy CC-1, CC-2.

5. *Industries that are new and emerging and are expected to grow.*

With respect to identifying high growth/high demand industries and occupations, the State is well positioned because it already has the following resources:

- 1) A very active Department of Business Economic Development and Tourism that is dedicated to identifying and fostering business and economic development in the state. It has targeted industries, which were briefly described in Section I.A.
- 2) Each county has an Economic Development Board dedicated to diversifying and strengthening a balanced county economy. One example of their work is a recent “Statewide Comprehensive Economic Development Strategy (“CEDS”) report. It identified industry clusters which provide economic competitive advantages for the State, and proposed strategies and infrastructure projects to support and strengthen these industry clusters. It represents a deliberative and thorough planning process to provide a framework for recommending projects.²⁸ A summary of the industries identified is shown in Table 8 from the Workforce Development Council’s *2005 Report to the Governor* (See Appendix C for the website).
- 3) The State’s Department of Labor and Industrial Relations has a Research and Statistics Office that, among other things, regularly issues a report on Hawaii’s 10-year outlook for industries and occupations²⁹, participates in the Census Bureau’s Local Employment Dynamics (“LED”) program, and maintains comprehensive websites with labor information, www.hiwi.org; and career information, www.careerkokua.org.

V.D. *What strategies are in place to promote and develop ongoing and sustained **strategic partnerships** that include business and industry, economic development, the workforce system, and education partners (K-12, community colleges, and others) for the purpose of **continuously identifying workforce challenges and developing solutions to targeted industries’ workforce challenges?***

²⁸ This project was funded under an award from the U.S. Department of Commerce Economic Development Administration; Economic Development Administration Award No. 07 69 05370. In addition to County Economic Development Boards, the collaborative effort included participation by the State Department of Business, Economic Development and Tourism, County Economic Development Agencies, and community, business, non-profit and other organizations, and the public.

²⁹ See Appendix G for the 2004-2014 Employment Outlook for Industries and Occupations, State of Hawaii, October 2006.

[Ref: WIA §112(b)(8)]

In early 2005, the State's Workforce Development Council conducted a series of workshops to develop a common understanding of workforce challenges and learn about the best practices other states have used to address those challenges. In September 2006, the Council convened key stakeholders in workforce development, economic development, and education to address critical workforce issues and explore opportunities to advance mutually agreed-upon actions. These provide the basis for many of the data and strategies in this Plan.

The Council is composed of representatives from:

- department directors from State agencies of labor, human services, business, education, and the president of the University of Hawaii,
- private sector representatives, including the chairs from the four LWIBs,
- community-based native Hawaiian organization,
- labor,
- State House and Senate,
- County Mayors, and
- Governor's office.

The Council has a statutory responsibility to continuously identify workforce challenges and develop solutions to targeted industry workforce challenges. In addition, implementation of this plan will provide greater focus on the critical aspect of workforce development. Council members are appointed with consideration for the perspectives the individual can bring to the group, and include business representatives from target industries and economic development groups.³⁰

V.E. *What State strategies are in place to ensure that sufficient system resources are being spent to **support training of individuals in high growth/high demand industries**? [Ref: WIA §112(b)(17)(A)(i), and 112(b)(4)(A)]*

High school/community college partnerships have established academies for high growth/high demand industries and continue to do so. The State funds scholarships for students and teachers preparing for those industries. The Hawaii

³⁰ See Summary Table of Strategies; Strategy CC-4.

Career Resource Network provides counselors and service providers with information, resources, and training to improve their clients' career decision-making and management skills in this rapidly changing knowledge-based economy. Both WIA and non-WIA counselors encourage job seekers to pursue further education, rather than a job, when appropriate.³¹ The Hawaii Workforce Informer ("HIWI") website emphasizes wages, qualifications, educational requirements, and opportunities related to high growth/high demand industries.

The Community Colleges have positioned themselves to apply for and effectively use funds available from the Community Based Job Training Act.

*V.F. What workforce strategies does the State have to support the creation, sustainability, and growth of **small businesses** and support for the workforce needs of small businesses as part of the State's economic strategy? [Ref: WIA §112(b)(4)(A) and 112(b)(17)(A)(i)]*

Small businesses especially are expected to use and benefit from the expanded business services described in Section IX.A.5.

*V.G. How are the funds reserved for Statewide activities used to **incent** the entities that make up the State's workforce system at the State and local levels to achieve the Governor's vision and address the national strategic direction identified in Part I of this guidance? [Ref: WIA §112(a)]*

Hawaii has requested a waiver from these incentive provisions under required Statewide activities. While awaiting approval of the request, the following policy is in effect:

A portion of the 15% of WIA funds designated for Statewide activities will be set aside for incentive awards to local areas for "Performance Measures Excellence" and "Local Coordination and Design of its Workforce Service Delivery System", as described in Section X.D.5.

Fifty percent (50%) of the funds set aside for incentive awards will be awarded to local areas based on achieving or exceeding the negotiated performance measures.

The remaining 50% will be awarded to the local area(s) that significantly improve the local coordination and design of their workforce service delivery systems according to the goals and criteria adopted each year by the Workforce Development Council ("WDC"). The current goals are as follows

³¹ See Summary Table of Strategies; Strategy EP-17.

- Improved business services by the One-Stop Job Centers that lead to a better fit between job applicants and employers, as measured by greater job retention and greater employer satisfaction.
- Improved collaborative delivery of youth services, as measured by improved achievement of the negotiated youth measures and an increased number of youth participants served.

*V.H. Describe the State’s strategies to promote collaboration between the workforce system, education, human services, juvenile justice, and other systems to **better serve youth** that are most in need and have significant barriers to employment, and to successfully connect them to education and training opportunities that lead to successful employment. [Ref: WIA §112(b)(18)(A)]*

The State’s strategy for improved youth services includes the following concepts.

- Inclusionary implementation procedures and reasonable accommodation to ensure that youth with disabilities have access to programs.³²
- Youth, including those in school, are able to access a broad array of career, employment and labor market information available in the One-Stop Job Centers.³³
- In work-world context, youth have the guidance of adult mentors and role models, and gain a broad spectrum of employment experiences to help shape their career paths.³⁴
- Relevant workforce-related strategies reduce the number of school dropouts.³⁵
- A minimum of 40% of WIA youth funds is spent on out-of-school youth.³⁶
- A comprehensive and unified out-of-school youth strategy involving Adult Education and Family Literacy, Vocational Rehabilitation, Community Services Block Grants, Housing & Urban Development employment and training programs, Job Corps, the State Office of Youth Services, Family Court, foster care, Temporary Assistance for

³² See Summary Table of Strategies; Strategy YS-1.

³³ See Summary Table of Strategies; Strategy YS-2.

³⁴ See Summary Table of Strategies; Strategy YS-3.

³⁵ See Summary Table of Strategies; Strategy YS-4.

³⁶ See Summary Table of Strategies; Strategy YS-5.

Needy Families (“TANF”), ALU LIKE, Inc.³⁷, faith-based and community-based organizations, community colleges, and the Hawaii Department of Defense.

- Financial literacy as an eleventh required program element.³⁸

Lastly, the State will ask the LWIBs to update its Comprehensive Youth Plan³⁹, as part of its local WIA Plan, that will specifically address coordination and all youth⁴⁰ workforce-related needs, including education, career goals, and support services.

*V.I. Describe the State’s strategies to identify State laws, regulations, policies that impede successful achievement of workforce development goals and strategies to **change** or modify them. [Ref: WIA §112(b)(2)]*

Each year, the WDC prepares a workforce development report for the Governor and legislature. The following recommendations are the result of research for the latest report and the September 2006 forum for workforce partners:

- Seek immigration reforms and strategies to allow more immigrant workers and talent into the country.
- Expeditiously implement the American Diploma project network in Hawaii to improve preparation of students for the key transition points throughout the education-to-work pipeline, starting with pre-Kindergarten.
- Increase investment in Adult Education. Direct Research and Development funds to develop effective strategies for raising literacy skills of adults who test at 5th grade and below levels.
- Ensure that per-capita public school expenditures follow out-of-school youth to meet their educational needs.
- Review and amend all Employment & Training Fund policies and administrative rules to become more business-friendly.

³⁷ ALU LIKE, Inc. is a private non-profit service organization that receives WIA Section 166 funds for Native Hawaiians, American Indians, and Alaska Natives.

³⁸ See Section VIII.G.6 for a description of the eleven program elements.

³⁹ See Summary Table of Strategies; Strategy YS-6.

⁴⁰ The Plan should not be limited to youth in need, although they are a major concern.

V.J. *Describe how the State will take advantage of the **flexibility** provisions in WIA for waivers and the option to obtain approval as a workflex State pursuant to §189(i) and §192.*

In March 2007, the State submitted five waiver requests to take advantage of flexibility provisions regarding funding and the Eligible Training Provider procedures. The requests were to:

- Waive the requirement to provide incentive grants to local areas for regional cooperation among local boards and local coordination of WIA activities.
- Waive the requirement to provide incentive grants to local areas for exemplary performance by local areas on performance measures.
- Waive the 20% limit on transferring local WIA funds between the Adult and Dislocated Worker programs.
- Waive the required 50% employer match for customized training.
- Waive the subsequent eligibility for Eligible Training Providers.

VI. Major State Policies and Requirements

VI. *Describe major State policies and requirements that have been established to direct and support the development of a Statewide workforce Investment system not described elsewhere in this Plan as outlined below. [Ref: WIA §111(b)(2)]*

VI.A. *What State policies and systems are in place to **support common data collection and reporting processes, information management, integrated service delivery, and performance management**? [Ref: WIA §111(d)(2) and §112(b)(8)(B)]*

HireNet Hawaii is an internet-based system for data collection, reporting, and case management for WIA and Wagner-Peyser programs. This system was developed by Geographic Solutions, Inc., specifically to meet the needs of the WIA One-Stop program design; that is, customer data collection and reporting, case management, and calculation of WIA's core performance measures. Data is collected at the local level and entered into HireNet Hawaii to produce the federally required reports and various other local area reports that are used for program management. The data is also integrated at the State level with data from the Unemployment Insurance quarterly wage records in order to calculate the performance measures outcomes. HireNet Hawaii will incorporate WISPR when it is finalized and approved.

VI.B. *What State policies are in place that **promote efficient use of administrative resources** such as requiring more co-location and fewer affiliate sites in local One-Stop systems to eliminate duplicative facility and operational costs or requiring a single administrative structure at the local level to support local boards and to be the fiscal agent for WIA funds to avoid duplicative administrative costs that could otherwise be used for service delivery and training? The State may include administrative cost controls, plans, reductions, and targets for reductions if it has established them. [Ref: WIA §111(d)(2) and §112(b)(8)(A)]*

The State's policy for the efficient use of administrative resources is as follows.

State administrative functions must be accomplished in the most efficient manner possible. Methods for ensuring efficiency will include the following:

- 1) the procedures for the various administrative functions must be evaluated on a regular basis and streamlined to the greatest extent possible,
- 2) the activities of the program administrative staff, board staff, and fiscal staff should be coordinated and non-duplicative, and

- 3) monitoring of administrative functions should be coordinated to avoid the inefficient use of time and excess travel costs.

Local grant recipients must make every effort to minimize costs and ensure the efficient use of resources via the following strategies to the extent possible:

- 1) a single administrative structure to support local boards and serve as the fiscal agent to avoid duplicative administrative costs,
- 2) co-location of the various One-Stop partners to reduce duplicative facility and operational costs,
- 3) combining or coordinating administrative functions performed by the various one-stop partners,
- 4) documenting coordination and resource-sharing among the One-Stop partners in the required Memorandum of Agreement, and
- 5) regularly evaluating the usage level for the One-Stop Job Centers and closing under-utilized centers.

Within this policy, it is the State’s practice to encourage flexibility in the design, implementation, and delivery of services, in order to accommodate individual local area needs.

Due to the small amount of WIA administrative funds available to the local areas in Hawaii⁴¹, the local grant recipients have made every attempt to reduce administrative costs. Each of the local areas has a single organizational structure that administers the grant, provides support for the local boards, and serves as the fiscal agent. The State is asking the local areas to seek further opportunities to eliminate duplicative facilities and services as it prepares its local plans.

The Local Workforce Investment Boards (“LWIBs”) have succeeded in leveraging support from the county governments and the Rural Job Development program.

*VI.C. What State policies are in place to **promote universal access** and **consistency of service Statewide**? [Ref: WIA §112(b)(2)]*

The State uses its state government website to provide universal access to HireNet Hawaii, labor market information, the directory of workforce development programs, economic forecasts and analysis by the State Department of Business,

⁴¹ Approximately \$400,000 for the largest local area (City and County of Honolulu, island of Oahu) and \$43,000 for the smallest local area (County of Kauai).

Economic Development, and Tourism, and workforce analysis and recommendations by the State Workforce Development Council.

The State has not formally issued policies for local areas regarding universal access and consistency of service beyond the requirements under the law. The State's practice has been to allow the local grant recipients and One-Stop operators maximum flexibility in developing procedures tailored to meet the particular needs of their local areas.

The State ensures that the One-Stops are providing universal access to services through periodic monitoring of the local grant recipients. During 2005, the State's subcontractor for the Workforce Investment Grant ("WIG") assessed every One-Stop and provided training to One-Stop staff on the delivery of services to persons with disabilities. In addition, all of the full-service One-Stop Job Centers were equipped with assistive technology devices purchased with WIG funds.

Funds received in PY 2006 under the Disability Navigator Grant will be used to further enhance the delivery of services to persons with disabilities.

The State is asking LWIBs to review their positions on universal access and consistency of service within their service area. As the State reviews LWIB plans, it will monitor them for consistency of both statewide and countywide service.⁴²

VI.D. *What **policies support a demand-driven approach**", as described in Part I. "Demand-driven Workforce Investment System", to workforce development - such as training on the economy and labor market data for local Board and One-Stop Career Center staff? [Ref: WIA §112(b)(4) and §112(b)(17)(A)(iv)]*

Please see response to Section IX.A.5 for Hawaii's demand-driven policies.

LWIB staff have been encouraged to use the U.S. Department of Labor website, www.workforce3one.com, and to infuse the national demand-driven concepts in the local plans that were prepared in 2005 and will be updated within the next several months.⁴³ It is anticipated that each area will develop strategies that best address their County's labor shortage and Worker Preparation needs, especially for job seekers who lack very basic skills needed for employment.

⁴² Summary Table of Strategies; Strategy OS-1, CC-9.

⁴³ Summary Table of Strategies; Strategy OS-1, OS-2, CC-8, CC-9.

VI.E. *What policies are in place to ensure that the resources available through the Federal and/or State **apprenticeship programs and the Job Corps are fully integrated** with the State’s One-Stop delivery system?*
[Ref: WIA §112(b)(17)(A)(iv)]

The State apprenticeship program is administered by DLIR’s Workforce Development (“WDD”), which also administers WIA and Wagner-Peyser. This structure results in integration of all three programs with One-Stop operations. One-Stop Center staff assist apprenticeship program sponsors in their recruitment efforts.

The Job Corps has centers in two of Hawaii’s four counties: Honolulu and Maui. In both of these counties, the Job Corps sits on the local Workforce Investment Boards, and the WDD administrator is a member of the Job Corps Advisory Council.

VII. Integration of One-Stop Service Delivery

VII. *Describe the actions the State has taken to ensure an integrated One-Stop service delivery system Statewide. [Ref: WIA §112(b)(14) and §121]*

VII.A. *What State policies and procedures are in place to **ensure the quality of** service delivery through **One-Stop Centers** such as development of minimum guidelines for operating comprehensive One-Stop Centers, competencies for One-Stop Career Center staff or development of a certification process for One-Stop Centers? [Ref: WIA §112(b)(14)]*

The State has established policies and procedures through Bulletins⁴⁴ and its WIA Plan's guidelines at Section VIII.K.1 for the selection of One-Stop operators by local boards. In all four of Hawaii's local areas, government entities use civil service procedures for the hiring and evaluation of staff.

VII.B. *What policies or guidance has the State issued to **support maximum integration of service delivery** through the One-Stop delivery system **for both business customers and individual customers**? [Ref: WIA §112(b)(14)]*

Please see responses in Section VI.A., Section VI.C., and Section VI.D. for the policy and guidance provided in this plan. Trade Adjustment Act ("TAA") and Wagner-Peyser manuals on business services support maximum integration of service delivery for both business and individual customers. The One-Stop system is experienced in serving individual job seekers. Developing the same expertise in delivering quality services to business customers as well has been an important focus in implementing the 2005-2007 State Plan, and will continue with the 2007-2009 Plan. Conducting periodic job fairs designed to meet the needs of both business and individual customers has been one of the most successful strategies.

In accordance with WIA Section 112(b)(14), the State's strategy for assisting local areas in the development and implementation of fully operational One-Stop delivery systems is to provide them with the necessary training and technical assistance.

VII.C. *What actions has the State taken to promote identifying **One-Stop infrastructure costs** and developing models or strategies for local use that support integration? [Ref: WIA §112(b)(14)]*

⁴⁴ These include the "Transition Bulletins" that were issued at the time WIA was first implemented.

In 2004, the State used a USDOL consultant to assist the local area grantees and One-Stop staff in identifying One-Stop infrastructure costs and identifying methods of resource sharing. The consultant conducted a two-day workshop for the State and local area staffs and then met individually with staff from each of the local area to develop strategies that would support local integration.

In Hawaii County, Kauai, and Oahu, the One-Stop partners provide in-kind services as their contribution in the cost-allocation method worked out with the consultant.

VII.D. How does the State use the funds reserved for Statewide activities pursuant to §129(b)(2)(B) and 134(a)(2)(B)(v) to assist in the establishment and operation of One-Stop delivery systems? [Ref: WIA §112(b)(14)]

The State uses a portion of the limited funds available for Statewide Activities to maintain HireNet Hawaii, a software system with common intake, case management, and reporting components for use by all of the One-Stop partners.

VII.E. How does the State ensure the full array of services and staff in the One-Stop delivery system support human capital solutions for businesses and individual customers broadly? [Ref: WIA §112(b)(14)]

HireNet Hawaii is accessible to the public through the Internet. Employers and job seekers can self-register on-line in HireNet. Employers can list job orders and seek potential workers while job seekers can search for jobs listed in the data base. The local area grantees (in Hawaii's case, the counties) are required to identify in their local plans the workforce development needs of businesses and workers in their local areas and how their needs will be met.⁴⁵ The State assesses how well these needs have been met through the performance outcomes, particularly the customer satisfaction scores for businesses and participants.

The State regularly informs LWIBs of the USDOL's Business Relations Group's activities and products. Please also see response to Section IX.A.5.

⁴⁵ See Summary Table of Strategies; Strategy OS-1, CC-9.

VIII. Administration and Oversight of Local Workforce Investment System

VIII.A. Local Area Designations:

VIII.A.1. *Identify the State's designated local workforce investment areas and the date of the most recent area designation, including whether the State is currently redesignating local areas pursuant to the end of the subsequent designation period for areas designated in the previous State Plan. [Ref: WIA §112(b)(5)]*

The most recent area designation was March 10, 1999, when the Governor designated each of the four counties in the State as a local workforce investment area. They are the:

- 1) County of Hawaii
- 2) City and County of Honolulu
- 3) County of Kauai
- 4) County of Maui

The State has no plans to re-designate local areas at this time. The State and counties will use the time before the next plan revision to explore the advantages and disadvantages of fewer local area designations.

VIII.A.2. *Include a description of the process used to designate such areas. Describe how the State considered the extent to which such local areas are consistent with labor market areas: geographic areas served by local and intermediate education agencies, post-secondary education institutions and area vocational schools; and all other criteria identified in section 116(a)(1) in establishing area boundaries, to assure coordinated planning. Describe the State Board's role, including all recommendations made on local designation requests pursuant to section 116(a)(4). [Ref: WIA §112 (b)(5) and §116(a)(5)]*

The Workforce Development Council ("WDC"), at its January 1999 meeting, decided to recommend to the Mayors of each County that each of the four counties be designated a local workforce investment area. The Council considered the following:

- 1) The smallest area 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 jurisdictional coordination between Mayors.
- 5) Hawaii County, which has the largest geographical area and different demographics between the east- and west-sides, has government agencies and services in both East and West Hawaii which serve the single county.
- 6) The counties are well-established political divisions in Hawaii.

All Mayors agreed that the counties are the most appropriate designation. 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.

*VIII.A.3. Describe the **appeals process** used by the State to hear appeals of local area designations referred to in §112(b)(5) and 116(a)(5). [Ref: WIA §112(b)(5) and 116(a)(5)]*

As of April 30, 2007, there have been no appeals of Hawaii's local area designations. Should, in the future, a local government with a population of 500,000 or more request and be denied designation as a local area, that local government may submit an appeal to the WDC. The Council would listen to the arguments from representatives of the local government and make a recommendation to the Governor regarding the appeal.

If the appeal to the Council does not result in a local area designation, the local government may further appeal the designation decision to the U.S. Secretary of Labor, who, in accordance with WIA Section 116(a)(5), will make the final designation decision. The original designation would continue while the appeal is in progress.

*VIII.B. Local Workforce Investment Boards -- Identify the **criteria** the State has established to be used by the chief elected official(s) in the local areas **for the***

appointment of local board members based on the requirements of section 117. [Ref: WIA §112(b)(6) and 117(b)]

The criteria for the appointment of local board members follow:

- 1) The membership of Local Workforce Investment Boards (“LWIBs”) is to include all the categories required in Section 117 of the Workforce Investment Act.
- 2) The term “representatives” in WIA Section 117 refers to minimum of one representative.
- 3) Mayors may appoint additional members.
- 4) LWIB members may represent more than one category.
- 5) Although not a requirement, the WDC suggests that local areas create boards that are of a reasonable size and are representative of the diversity within their local areas.

VIII.C. *How will your State **build the capacity of Local Boards** to develop and manage high performing local workforce investment systems?*
[Ref: WIA §111(d)(2) and 112(b)(14)]

The State has set aside a portion of its funds for Statewide activities to provide training and technical assistance to the LWIBs. In the past, topics have included:

- Understanding Performance Standards,
- Financial Management,
- Cost Allocation,
- Program Performance Management, and
- Improving Youth Performance.

Each local area has a state liaison who monitors for compliance, helps identify needs, and provides direct technical assistance on an ongoing basis. With limited funds, the State increasingly relies on USDOL technical assistance.

VIII.D. **Local Planning Process** -- Describe the State mandated requirements for local workforce areas’ strategic planning. What assistance does the State provide to local areas to facilitate this process, [Ref: WIA§112(b)(2) and 20 CFR 661.350(a)(13)] including:

VIII.D.1. What oversight of the local planning process is provided, including receipt and review of plans and negotiation of performance agreements?

The State requires that local areas submit local WIA plans, which the State reviews and approves for local area implementation. The local WIA plans must conform to the State-issued Local Plan Guidelines, which are consistent with the vision, performance goals and strategic direction of the current WIA State Plan.

By June 2007, the State will extend the local areas' current 2-year plans to January 31, 2008, except as follows:

- Memoranda of Understanding between the One-Stop Job Centers' partners must be current as of July 1, 2007, in accordance with Section VIII.H.1.

The State will issue the 2007-2009 Local Plan Guidelines⁴⁶ in August 2007. WDC and the Workforce Development Division ("WDD") staff will be available to provide requested technical assistance during the local planning process.

Following the USDOL timeline for performance negotiations, WDC will conduct the negotiation of performance levels with USDOL. Local areas will be consulted about the State's proposed levels before the USDOL-State negotiations begin. WDC will also negotiate local performance measures that will enable the State to meet its targets.

VIII.D.2. How does the local plan approval process ensure that local plans are consistent with State performance goals and State strategic direction?

Upon completion of the local planning process described in Section VIII.D.1 above, LWIBs submit their local plans to the State for approval. WDC and WDD staff will review and comment on the plans, and provide technical assistance to assure conformance with the requirements of the Local Plan Guidance.⁴⁷

VIII.E. Regional Planning. [Ref: WIA §112(b)(2) and 116(c)]

VIII.E.1. Describe any intra-State or inter-State regions and their corresponding performance measures.

⁴⁶ See Summary Table of Strategies; Strategy OS-1, OS-3, CC-8, CC-9.

⁴⁷ See Summary Table of Strategies; Strategy CC-9.

This geographically isolated and multi-island State constitutes an intra-State “region” in and of itself. The Statewide performance measures for WIA, Wagner-Peyser, and other programs apply.

VIII.E.2. Include a discussion of the purpose of these designations and the activities (such as regional planning, information sharing and/or coordination activities) that will occur to help improve performance. For example, regional planning efforts could result in the sharing of labor market information or in the coordination of transportation and support services across the boundaries of local areas.

Hawaii’s government is highly centralized, and most functions are statewide (intra-State regional) in scope: K-12 education; inter-island transportation; welfare; labor department responsibilities such as labor market information, unemployment insurance, Wagner-Peyser, TAA; land use planning; Hawaiian Homelands and Office of Hawaiian Affairs.

VIII.E.3. For inter-State regions (if applicable), describe the roles of the respective Governors and State and local Boards.

Not applicable. Hawaii does not have inter-State regions.

*VIII.F. **Allocation** Formulas [Ref: WIA§112(b)(12)]*

VIII.F.1. If applicable, describe the methods and factors (including weights assigned to each factor) your State will use to distribute funds to local areas for the 30% discretionary formula adult employment and training funds and youth funds pursuant to §§128(b)(3)(B) and 133(b)(3)(B).

The State will not use the option of allocating up to 30% of the funding allotments for the Adult and Youth Programs based on excess poverty and excess unemployment factors. The basis for this decision is as follows.

- 1) Poverty and unemployment factors are already included in the formula required for allocating at least 70% of the funds.
- 2) The formula required for allocating at least 70% of the funds gives a weight of 67% to the unemployment factor. Allocating an additional 30% of the funds based on unemployment would give too much weight to this factor, especially for programs that are heavily designed to serve individuals who are economically disadvantaged, underemployed, and/or not considered to be current members of the labor force.

Also, allocations based on unemployment factors tend to fluctuate considerably from year to year, whereas the annual funding amounts for Adult and Youth Programs need to stay relatively constant in order to avoid a disruption of service.

- 3) Using excess poverty as a factor in allocating a portion of the Adult and Youth Program funds would reduce the amount received by Kauai County, Hawaii’s least populated Workforce Investment Area. This area already receives a very small allocation and any further reduction in the amount would be detrimental.
- 4) The State will apply a 90% “hold harmless” to the allocations for adult and youth funds so that each county will be assured at least 90% of the average of the two previous years’ proportion of funds.

VIII.F.2. *Describe how the allocation methods and factors help ensure that funds are distributed equitably throughout the State and that there will be no significant shifts in funding levels to a local area on a year-to-year basis. [Ref: WIA § 128(b)(3)(B) and 133(b)(3)(B)]*

Please see response in Section VIII.F.1.

VIII.F.3. *Describe the State’s **allocation formula for dislocated worker funds** under §133(b)(2)(B). [Ref: WIA §133(b)(2)(B)]*

The State uses the six factors specified in the Act (and shown in the table below) for allocating funds for the Dislocated Worker Program. The WDC determined that there are no other factors for which data is available that add significant value to the formula.

ALLOCATION FACTOR	WEIGHT ASSIGNED IN FORMULA
Insured Unemployed	0.1667
Total Unemployed	0.1667
Plant Closing/Mass Layoff	0.1667
Farmer/Rancher Data	0.1667
Unemployed 15 or more Weeks	0.1667
Declining Industries	0.1667
TOTAL	1.0000

VIII.F.4. *Describe how the individuals and entities on the State board were involved in the development of the methods and factors, and how the State consulted with chief elected officials in local areas throughout the State in determining such distribution.*

In 2005, the WDC Planning Committee, which includes WDC members from each LWIB and representatives of elected officials, reviewed the proposal to retain the allocation formulas used in the 2000 WIA State Plan. The committee's draft was then sent to the LWIBs and the local area grantees for review and feedback before adoption by the full WDC. No changes were proposed in 2007.

VIII.G. **Provider Selection Policies** [Ref: WIA §112(b)(17)(A)(iii), 122, 134(d)(2)(F)]

VIII.G.1. *Identify the **policies and procedures**, to be applied by local areas, for determining **eligibility** of local level training providers, how performance information will be used to determine **continuing eligibility** and the **agency responsible** for carrying out these activities. [Ref: WIA §112(b)(17)(A)(iii), 122, 134(d)(2)(F)]*

Beginning in Program Year 2002, statewide templates for determining initial and subsequent eligibility were developed and adopted by all counties. Training providers are required to comply with all Federal, State, and local requirements, including, but not limited to, the following.

- 1) The provider holds all licenses, certificates, permits, and accreditations required under applicable Federal, State, and County laws, ordinances, codes and rules to provide the training services being offered, including good business standing with the State Department of Commerce and Consumer Affairs.
- 2) Training providers must be accredited or licensed and must provide hard-copy evidence of accreditation or licensure:
 - a) post-secondary degree-granting schools must be accredited by an accreditation body recognized by the U.S. Department of Education,
 - b) massage, cosmetology, and real estate schools must be registered as a school with the appropriate board under the regulation of the State Department of Commerce and Consumer Affairs, or

- c) private schools that do not meet criteria described in items a) and b) above must be licensed by the State Department of Education (“DOE”), except as exempted by State statute.

Training providers report the names and completion or non-completion of all students and WIA participants in each approved program to both Department of Labor and Industrial Relations’ (“DLIR’s”) Research and Statistics Office and Career Kokua⁴⁸. Career Kokua collects the data, matches participants to Unemployment Insurance (“UI”) wage records, and evaluates the performance for each program and provider. Performance data are provided to each local area for their review in the determination of a provider’s subsequent eligibility as a training provider.

Each LWIB and local grant recipient is responsible for soliciting applications from training providers for initial and subsequent eligibility in their local area. Recommendations for initial and subsequent eligibility are forwarded to the WDD for review. WDD approves or disapproves the recommendations.

In March 2007, the State requested a waiver to eliminate the subsequent eligibility process, thus allowing providers that the local areas found eligible initially to continue under the initial eligibility process and safeguards.

VIII.G.2. Describe how the State solicited recommendations from local boards and training providers and interested members of the public, including representatives of business and labor organizations, in the development of these policies and procedures.

In 1999, WDC convened meetings with WDD, other DLIR staff, representatives of local workforce investment boards and local grant recipients, community college officials, and private training providers to develop general policies and guidelines for determining eligibility of local training providers.

Subsequently, the local areas and DLIR formed an Eligible Training Provider (“ETP”) work-group to develop more detailed requirements and procedures that implemented the general policies of the preceding group. The purpose was to design a more uniform and simplified application for initial eligibility

⁴⁸ Career Kokua, created by H.R.S. 373c, is the Hawaii Career Information Delivery system (“HCIDS”). It collects and analyzes data and develops quality career information and services along the standards of the National Association of Computerized Systems of Career Information (“ACSCI”). Its mission is to provide localized current information for career decision making and career planning.

and subsequent eligibility of training providers such that more providers would participate. Greater consistency among counties also promotes uniformity in the review of providers, thereby reducing the likelihood that providers would be disapproved by one local area while approved by another. The business and labor representatives on the WDC commented on the draft procedures.

VIII.G.3. Describe how the State will update and expand the State’s eligible training provider list to ensure it has the most current list of providers to meet the training needs of customers.

The State DLIR’s Research and Statistics Office developed and maintains a website at <http://www.hawaiicrcs.org> for promulgating the statewide list of eligible training providers. WDD notifies Career Kokua of training providers and their programs that are approved for initial and/or subsequent eligibility. The list will be expanded as additional programs and providers are approved.

VIII.G.4. Describe the procedures the Governor has established for providers of training services to appeal a denial of eligibility by the local board or the designated State agency, a termination of eligibility or other action by the board or agency, or a denial of eligibility or other action by the board or agency, or a denial of eligibility by a One-Stop operator. Such procedures must include the opportunity for a hearing and time limits to ensure prompt resolution.

Providers may appeal all adverse actions using the WIA grievance procedures established by DLIR and documented in a Bulletin. Please see Appendix N.

VIII.G.5. Describe the competitive and non-competitive processes that will be used at the State level to award grants and contracts for activities under Title I of WIA, including how potential bidders are being made aware of the availability of grants and contracts. [Ref: WIA §112(b)(16)]

Grants and contracts awarded by the State for activities under Title I of WIA must comply with the State’s law for the purchase of services. Under this law, grants and contracts are exempt from competitive procurement only if the funds are provided to a government agency or if federal law specifies the recipient of the funds. Otherwise the State must conduct a Request for Proposals (“RFP”). The State RFP process consists of the following steps:

- 1) public notice of the RFP,
- 2) orientation of RFP applicants,

- 3) receipt and registration of proposals,
- 4) evaluation of proposals,
- 5) notice of findings and decisions, and
- 6) award of contracts.

VIII.G.6. *Identify the **criteria** to be used by local boards in awarding grants **for youth activities**, including criteria that the Governor and local boards will use to identify effective and ineffective youth activities and providers of such activities. [Ref: WIA §112(b)(18)(B)]*

The State recognizes that more than one provider will be needed to create a comprehensive youth strategy. For instance, the One-Stop Job Centers, with their existing business contacts, may be the most effective developers of work experience slots and job placement opportunities. Therefore, LWIBs must describe in their local plans how they will procure coordinated delivery of the **eleven program elements that each local workforce investment area must make available to youth, as appropriate** [WIA 129(c)2)]. The RFPs must include reporting requirements so the LWIBs will learn for each element, how many youth received the service from which agency, and the contractor's evaluation of each service.

The criteria to be used by local boards in awarding grants for youth activities will be the satisfaction of the eleven program elements described below, including how well the provider's service can be coordinated with other providers such that all eleven elements are provided to youth in the local area. The **eleven program elements** are:

- 1) tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies,
- 2) alternative secondary school services,
- 3) summer employment opportunities that are directly linked to academic and occupational learning,
- 4) paid and unpaid work experiences, including internships and job shadowing,
- 5) occupational skill training,

- 6) leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours,
- 7) supportive services,
- 8) adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months,
- 9) follow-up services for not less than 12 months after the completion of participation,
- 10) comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, and
- 11) financial literacy training.

The criteria for determining the effectiveness of youth providers will include their documented service delivery and program management. Therefore, in addition to the required program elements above, the provider, through its network of providers, should provide to each youth:

- 1) the presence and support of a caring adult,
- 2) the integration of academic and occupational learning in the classroom,
- 3) opportunities for contextual work-based experiences,
- 4) individual career planning and the accompanying guidance and counseling services,
- 5) the influence and support of work-site mentors,
- 6) the support of a peer learning group which builds teaming skills, work habits and attitudes,
- 7) recognition and rewards,
- 8) activities which are appropriate to the individual's age and stage of development, and
- 9) continuity of service, including 1) timely intake and exit, and 2) transition to the next provider, should the provider's contract end and a new provider take over.

Additional criteria for determining the effectiveness of a youth provider will include its documented program management; that it:

- 1) has a track record of achieving desired outcomes in the past,
- 2) has the capacity to measure WIA youth outcomes,
- 3) is committed to continuous improvement,
- 4) has a clear and consistent mission,
- 5) has staff with appropriate qualifications and experience,
- 6) has on-going staff development and training,
- 7) is a part of a community network of services,
- 8) follows generally accepted financial practices, as evidenced by a financial statement or auditor's report,
- 9) attracts diverse funding, and
- 10) complies with applicable laws:
 - child labor and wage and hour laws,
 - laws ensuring nondiscrimination and equal opportunity,
 - laws governing the treatment of persons with disabilities, and
 - has all licenses, certificates, and permits required to conduct the provider's business in the State of Hawaii.

VIII.H. One-Stop Policies [Ref: WIA §112(D)(14).]

VIII.H.1. Describe how the services provided by each of the required and optional One-Stop partners will be coordinated and made available through the One-Stop system. Include how the State will consolidate Wagner-Peyser Act funds to avoid duplication of core services. [Ref: WIA §112(D)(14)]

Wagner-Peyser funded staff provide most of the basic labor exchange services such as, but not limited to:

- 1) the listing/maintenance of job orders,
- 2) employer outreach,
- 3) registration and referral of job seekers to appropriate jobs,
- 4) dissemination of labor market information,
- 5) initial assessment of skills,
- 6) individual and group employment counseling, and
- 7) provision of job search workshops.

This allows WIA-funded/voluntary partners to concentrate on providing the intensive and training services that are their strength. All agencies share in coordinated job development, employer relations, and marketing responsibilities. Promotional efforts, for example, publicize coordinated One-Stop services rather than individual programs. By July 1, 2007, the services of each One-Stop Job Center partner must continue to be specified in local Memoranda of Understanding.

ALU LIKE⁴⁹ sites are access points for One-Stops while maintaining their identity and emphasis of service delivery as meeting the special needs of Native Hawaiians. ALU LIKE continues to emphasize using culturally appropriate styles of counseling, curriculum content, and specialized training based on a blend of western and Native Hawaiian cultural values, customs, and traditions, which accommodate those special needs of Native Hawaiians.

*VIII.H.2. Describe how the State helps local areas identify areas needing improvement and how **technical assistance** will be provided.*

The State identifies areas in need of improvement through on-site monitoring of the local area programs, periodic meetings with local area grantees and LWIB members, and the review of quarterly reports on expenditures, program data, and performance outcomes.

The strategy for providing training and/or technical assistance depends on the need identified. For example, if all or most of the local areas are having difficulty in a particular area, the State provides group training sessions and workshops involving all of the local areas. Otherwise, the needed training or technical assistance may be limited to a specific local area.

Training may include such topics as roles and responsibilities of youth councils, best youth practices, case management; assessment; program

⁴⁹ ALU LIKE, Inc. is a private non-profit service organization that receives WIA Section 166 funds for Native Hawaiians, American Indians, and Alaska Natives.

planning and development; assisting special populations; performance standards; financial management and procurement; contract management; on-the-the training; tools and techniques of monitoring; job development; One-Stop coordination; technology tools; skill standards; conflict resolution and negotiation; and targeting, outreach and recruitment. The training is provided by partners' State or local staff, and by outside experts (such as consultants or federal staff from USDOL, USDOE, and USDHHS).

The State staff reviews participant and expenditure data on a quarterly basis to determine if the local areas are meeting performance expectations. If a local area appears to be having difficulty in meeting the required outcomes, the State staff meets with LWIB and youth council members to determine what training and/or technical assistance may be necessary to improve program performance.

VIII.H.3. Identify any additional State mandated One-Stop partners (such as TANF or Food Stamp Employment and Training) and how their programs and services are integrated into the One-Stop Career Centers.

No other One-Stop partners are mandated by the State.

*VIII.I. **Oversight/Monitoring Process** – Describe the monitoring and oversight criteria and procedure the State utilizes to move the system toward the State's vision and achieve the goals identified above, such as the use of mystery shoppers, performance agreements. [Ref: WIA §112(b)(14)]*

The State's vision includes a well-performing, efficiently run One-Stop Job Center system that meets its goals and measures. To that end, State staff conduct desk-monitoring on a quarterly basis by reviewing program performance data and expenditure reports to ensure that the local area grantees are spending funds on a timely basis and meeting the program goals. This information is shared with the State Workforce Development Council members during their periodic committee and full council meetings.

The State staff also conduct on-site monitoring of each local area grantee on an annual basis to ensure that WIA programs are being implemented in compliance with federal statutes and regulations for WIA. A monitoring instrument has been developed for this purpose, incorporating the State's vision.

*VIII.J. **Grievance Procedures**. Attach a copy of the State's grievance procedure for participants and other affected parties (including service providers). [Ref: WIA §122(g) and 181(cc)]*

Please see Appendix N for a copy of the requested grievance procedures.

VIII.K. Describe the following **State policies or procedures** that have been developed to **facilitate effective local workforce investment systems**.

[Ref: WIA §112(b)(17)(A) and 112(b)(2)]

VIII.K.1. **State guidelines for the selection of One-Stop providers by local boards**

Each LWIB must select at least one One-Stop operator. As of April 1, 2007, three of the local area grant recipients operate the One-Stop Job Centers in their county. The Oahu WIB has selected a consortium as its One-Stop operator. In the future, if a consortium is not selected or the local area grant recipients do not themselves operate the One-Stops, LWIBs, on a competitive basis, will select the entity(ies) with the strongest qualifications in the following areas:

- 1) (documented) sound fiscal procedures, integrity, and accountability,
- 2) effective management structure (including an organization chart),
- 3) plan for use and training of staff from partner agencies,
- 4) plan for partner coordination,
- 5) infrastructure that provides sufficient space for partners and enables partners to interact electronically,
- 6) demonstrated understanding of and commitment to the One-Stop Job Center strategy of seamless service, and
- 7) track record of achieving desired outcomes in the past.

In addition to working with the required One-Stop partners, LWIBs also encourage the optional One-Stop partners to participate in the One-Stop Job Centers.

Partners must continue to enter into a Memorandum of Understanding (“MOU”) with the LWIB, with a two-year implementation timeline effective July 1, 2007. The MOU must delineate:

- 1) the role of each partner (services, implementation responsibilities),
- 2) how services will be funded,

- 3) how operating costs of the One-Stop Job Center will be funded,
- 4) how individuals will be referred between services,
- 5) coordinated employer services and job development, with a single repository of job orders and applications,
- 6) procedures for compliance with the Americans with Disabilities Act (“ADA”), and
- 7) strategies intended to increase the efficiency of One-Stop Job Centers, such as:
 - how duplicative services can be reduced,
 - description of electronic connectivity between partners,
 - development and identification of resource support for innovative strategies,
 - identification of training for skills identified by business partners, and
 - assignment of cross-agency job developers that serve as industry “experts” and represent all agencies, thus saving employers time and creating more job opportunities for One-Stop job seekers.

VIII.K.2. Procedures to resolve impasse situations at the local level in developing memoranda of understanding (MOUs) to ensure full participation of all required partners in the One-Stop delivery system

If a Mayor documents to the satisfaction of the local area's WIB that the county has made every effort to resolve an impasse in the development of MOUs, the Mayor may request assistance from the WDC.

Within 30 days of receipt of the request, the WDC appoints an *ad hoc* committee, with authority to arbitrate, to provide technical assistance, seek resolution among state partners (as appropriate), and move the matter to a reasonable resolution. The committee has a range of options. For example:

- 1) The committee may return the impasse to the county with instructions regarding “next steps” to be followed within a 30-day time frame. If this local resolution fails, within 5 working

days, the committee immediately selects an alternative dispute resolution process and/or begins intervention.

- 2) The committee may select an alternative dispute resolution process provided by a community agency, to be completed within 30 days.
- 3) The committee may arbitrate, using as its basis, the WIA, its regulations, and the WIA State Plan. The arbitration is to be completed within 30 days.

VIII.K.3. Criteria by which the State will determine if local Boards can run programs in-house

At this time, the policy is that **LWIBs are not permitted to run programs.** Therefore, criteria are unnecessary.

VIII.K.4. Performance information that on-the-job training and customized training providers must provide

The State does not require One-Stop operators to collect performance information from on-the-job training (“OJT”) and customized training providers. Use of customized training has been limited in Hawaii because the 50% contribution requirement has made it unattractive to employers. However, the One-Stop operators are expected to collect and analyze performance information to ensure that the training providers meet all WIA requirements.

*VIII.K.5. **Reallocation policies***

At the end of each program year the State will determine whether the four local areas have obligated at least 80% of the funds for each of the three funding streams.

For those cases in which at least 80% of the funds have not been obligated, the State, in cooperation with the local grant recipient, will determine the reason for the failure to obligate funds.

If it is determined that the failure to obligate funds was due to management problems, the State will provide technical assistance to the local area rather than deobligating funds for reallocation. The State will deobligate funds only if it can be demonstrated that there has been a substantial decrease in the local

area's need for funds. Any funds that are deobligated will be reallocated in accordance with Sections 128(c) or 133(c) as appropriate.

VIII.K.6. State policies for approving local requests for authority to transfer funds (not to exceed 20%) between the Adult and Dislocated Worker funding streams at the local level

In March 2007, Hawaii requested a waiver from the 20% transfer limit between the Adult and Dislocated Worker funding streams at the local level. Until that waiver is granted, the following policy remains in effect.

If not previously authorized to do so, a LWIB must request approval to transfer funds between the Adult and Dislocated Worker Programs by submitting an annual plan modification to DLIR no later than the end of the third quarter of the program year.

The request must include a narrative justification for the transfer and revised budgets for the two programs. The narrative justification must include the following information:

- 1) changes in the labor market or other factors that necessitate the transfer of funds, and
- 2) an explanation of how the proposed transfer will affect the plans for the two programs; for instance, the number of workers served, type of services to be provided, length of training, etc.

VIII.K.7. Policies related to displaced homemakers, nontraditional training for low-income individuals, older workers, low-income individuals, disabled individuals and others with multiple barriers to employment and training.

The State policy with respect to displaced homemakers, nontraditional training for low income individuals, older workers, low-income individuals, disabled individuals, and others with multiple barriers to employment, and training continues to be as stated in its 2001 and 2005 WIA State Plans, which include:

- 1) Displaced homemakers will be identified through referrals from partner agencies, and One-Stop core services available under WIA will be coordinated with programs for displaced homemakers at the State's community colleges through the Carl Perkins Vocational Education Program.
- 2) Low income individuals and recipients of public assistance will be given priority of service (for both traditional and

nontraditional training). Public assistance recipients in particular will be identified through coordination with the State Department of Human Services (“DHS”), which administers the Temporary Assistance for Needy Families (“TANF”) program and other federal and State funded public assistance programs. Work Opportunity and Welfare-to-Work Tax Credits will be made available to employers as an inducement to hire welfare recipients.

- 3) Staff at the One-Stop Job Centers will include individuals who understand the needs of older workers. As required, One-Stop partners will be enlisted to help in providing services to this group.
- 4) The State’s nondiscrimination policy for WIA funds (as included in Section XI. Assurances) will be enforced. The One-Stop Job Centers will work closely with DHS and the Vocational Rehabilitation and Services to the Blind Division (“DVR”) to ensure that program access and services meet the needs of persons with the most severe disabilities. Lastly, in an effort to further help this group to find employment, both the federal Work Opportunity Tax Credit program and the Hawaii State Tax Credit program will be fully utilized for employers who hire DVR clients, and America’s Job Bank is authorized to share Hawaii’s job orders with the national hotline for the blind. Please see responses to Sections IX.C.1.a and IX.C.4.f.

Within this policy, local areas are authorized to develop and implement policies in response to local needs and conditions.⁵⁰

VIII.K.8. *If you did not delegate this responsibility to local boards, provide your State’s **definition** regarding the sixth youth eligibility criterion at section 101(13)(c)(iv) (“an individual **who requires additional assistance to complete an educational program, or to secure and hold employment**”).*
[Ref: WIA §112(b)(18)(A) and 20 CFR 66.210]

Not applicable. The State delegated this responsibility.

⁵⁰ See Summary Table of Strategies; Strategy OS-1.

IX. Service Delivery

IX. *Describe the approaches the State will use to provide direction and support to local Boards and the One-Stop Career Center delivery system on the strategic priorities to guide investments, structure business engagement, and inform service delivery approaches for all customers.*
[Ref: WIA§112(b)(17)(A) Activities could include:

IX.A. **One-Stop** *Service Delivery Strategies:* [Ref: WIA§112(b)(2) and 111(d)(2)]

IX.A.1. *How will the **services provided by** each of the required and optional One-Stop **partners** be **coordinated and** made **available** through the One-Stop system?*
[Ref: WIA §112(b)(8)(A)]

The local WIA (“LWIB”) plans include Memoranda of Understanding in conformance with WIA §121(c) describing how the services are to be provided and coordinated through the One-Stop system, how the costs of the services and the system operating costs will be funded, and the methods of referral of individuals between One-Stop partners.⁵¹ The State reviews and approves the local plans, including the MOUs. The State also monitors the implementation of the MOUs and determines corrective action, if necessary.

The design and procedures for coordinating and delivering the services of the partners through the One-Stop system vary somewhat across the four local areas.

Some One-Stop Job Centers have co-located partner agencies, which facilitate coordination of services among partner programs. For example, some of the One-Stop Job Centers on Oahu co-locate at least two of the following three agencies: the City and County of Honolulu, Department of Community Services, WorkHawaii; the State Department of Labor and Industrial Relations (“DLIR”), Workforce Development Division (“WDD”); and the Honolulu Community Action Program. Other agencies such as, but not limited to, State Department of Education, Community School for Adults; Department of Human Services, Division of Vocational Rehabilitation; and ALU LIKE periodically provide services at some Oahu sites.

The Hawaii County One-Stop Job Center now co-locates several partner agencies, including the County Office of Housing, Section 8; State Department of Human Services, Food Stamps Program, and First-to-Work Program; DLIR WDD; DLIR Unemployment Insurance Division; and a

⁵¹ See Summary Table of Strategies; Strategies OS-1, OS-2.

training program offered by Hawaii Community College. Other partners provide intermittent services at the One-Stop Center.

The One-Stop Job Centers on Kauai County and Maui County consist of DLIR WDD staff with partner agencies providing periodic services in those Centers. However, the Kauai One-Stop Job Center will be moving into the Kauai County complex in PY 2007 to join county agencies such as the Office of Economic Development, Personnel Services, and Office of Community Assistance, which administers the Senior Community Services Employment Program, housing, and transportation programs. This move is expected to improve the integration of service delivery for workforce development and other related services.

In all four local areas, there has been cross-training for the One-Stop staff on the services available from the various partner agencies so that staff can more knowledgeably assist clients and make appropriate referrals. In addition, the local consortia convene regular meetings to coordinate efforts, discuss problems, share solutions.

Lastly, the State and its partners will be pursuing closer communication and cooperation in order to minimize overlaps in their services and reduce administrative and infrastructure costs.

*IX.A.2. How are **youth** formula **programs** funded under §128(b)(2)(A) integrated **in the One-Stop system**?*

Youth formula programs *per se* are not an integral part of the One-Stop Job Center system. However, the youth programs seek to make the One-Stops an integral part of each youth's Individual Service Strategy.

- 1) One-Stop Job Center staff determine whether a youth is eligible to participate in a WIA youth program.
- 2) Youth participants attend an orientation and tour of One-Stop Job Centers designed to familiarize them with the services available.
- 3) Upon exiting from youth programs, youth participants are transitioned to the One-Stop Job Centers for additional services, as appropriate.

In all counties except Kauai, the administrator of the One-Stop Job Centers sits on the local Youth Council, participates in strategic planning and resource mapping, and may help select youth service providers.

*IX.A.3. What **minimum** service delivery requirements does the State mandate in a comprehensive One-Stop Center or an affiliate site?*

The State's One-Stop Job Center minimum service delivery requirements are the ones listed in WIA §134(c)(1). In addition, the State encourages LWIBs to adopt additional requirements, as described in Section IX.A.5.

*IX.A.4. What **tools and products** has the **State developed** to support service delivery in all One-Stop Centers Statewide?*

The State funded the acquisition of HireNet Hawaii, a statewide automated case management, labor exchange, and reporting system. For the past nine months, the State provided training and user support to employers, service providers, local area grantees, and One-Stop staff. User guides and brochures were developed and distributed to the public and staff to help promote public use of HireNet and assist users. The State's HireNet contractor has posted user manuals for employer screens, individuals screens, and staff screens on the HireNet staff resources site.

The State has also produced a Directory of Workforce Development Programs, which is housed on the WDC web site. Planners and program operators in the local areas are included in the target audience.

In addition, the State DLIR's Research and Statistics Office provides various labor market information products for use by the local areas. Please also see response in Section IX.B.

*IX.A.5. What models/templates/approaches does the State recommend and/or mandate for **service delivery in the One-Stop Centers**? For example, do all One-Stop Centers have a uniform method of organizing their service delivery to **business customers**? Is there a common individual assessment process utilized in every One-Stop Center? Are all One-Stop Centers required to have a resource center that is open to anyone?*

All One-Stop Job Centers have a resource center open to all customers, registered or not. In addition, Center staff utilize a common case management/job matching/reporting tool, HireNet Hawaii. Further, although Hawaii currently does not have minimum requirements or templates for the delivery of business services, the LWIBs are asked in their new local plans how they incorporate innovative, **demand-driven** business services at their One-Stop Job Centers.⁵²

Due to limited resources, One-Stops may have to consider confining their training support to jobs or skills that are clearly demonstrated to be "in demand", and dedicate resources to meeting those needs. Because employers

⁵² See Summary Table of Strategies; Strategies OS-1, OS-2.

determine the “demand” for jobs, LWIBs and the State need to know which skills employers are looking for, and make sure that available training matches those identified skills. The result should be job seekers (potential employees) better able to meet employers’ expectations, and more likely to stay on the job.⁵³

Moving from the individual job seeker perspective to the economic development perspective, employers are the path to the State’s goal of a more diverse economy that pays self-sustaining wages. From both perspectives, Hawaii needs a systematic way of (1) obtaining information on current and emerging needed skills, and (2) changing/customizing training as the skill needs continually evolve.

Hawaii’s currently tight labor market means that employers need more qualified job applicants, which means greater opportunities for people who are now underrepresented in the labor force.⁵⁴ One-Stop Job Centers have been using a broad definition of “demand-driven” to provide other services that employers want, or might want, from the workforce investment system. Other services that One-Stops might provide its customers include:

- 1) information regarding Temporary Assistance for Needy Families (“TANF”) support for welfare participants returning to work,
- 2) information regarding Ticket to Work⁵⁵ for people with disabilities returning to work,
- 3) access to human resource services, such as linking to private staffing agencies, Business Centers, applicant screening and initial interviewing, advice on flexible work rules and benefits policies to improve employee retention,
- 4) preparation of personnel handbook,
- 5) use of the videoconference services for long-distance interviews,
- 6) consultation about what constitutes “reasonable accommodations” for people with disabilities,
- 7) space for recruitment and interviewing,

⁵³ See Summary Table of Strategies; Strategies OS-1, CC-7, CC-1.

⁵⁴ See discussions of Worker Supply Gap in Sections I, Section II, and Section III, and Summary Table of Strategies; Strategy WS-1 through WS-8.

⁵⁵ Ticket to Work is a voluntary Social Security program to provide opportunities for employment, vocational rehabilitation and other support to people with disabilities without endangering their health care coverage.

- 8) on-site counseling support to new employees,
- 9) seminars on labor laws, substance abuse awareness, violence in the workplace,
- 10) training videos, and
- 11) on-site customer service training for employees.

Since employers may be willing to pay for some of these services, One-Stop Job Centers could explore some fee-for-service opportunities. Please also see response in Section IX.F.2.

IX.B. Workforce Information

A fundamental component of a demand-driven workforce investment system is the integration and application of the best available State and local workforce information including, but not limited to, economic data, labor market information, census data, private sources of workforce information produced by trade associations and others, educational data, job vacancy surveys, transactional data from job boards, and information obtained directly from businesses.

[Ref: WIA §111(d)(8), 112(b)(1), and 134(d)(2)(E)]

IX.B.1. Describe how the State will integrate workforce information into its planning and decision making at the State and local level, including State and local Boards, One-Stop operations, and case manager guidance.

Workforce information, analysis, and resulting recommendations to the Governor and legislature are provided in the yearly Reports to the Governor on Workforce Development, which are posted on the WDC website. These data and analyses were published and distributed to LWIBs for their use in setting priorities about upcoming jobs, skills, and training needs. The 2005 report also includes the individual LWIBs' studies and participation in Comprehensive Economic Development Strategy ("CEDS"), which help to guide their choices about training priorities and expenditures. Hawaii's Pathways Project (funded by the National Governors Association) hired Graham Toft and Dennis Jones to advise and produce State and county-specific data, which the Community Colleges keep updated. The latest report is attached as Appendix D.

IX.B.2. *Describe the approach the State will use to **disseminate** accurate and timely workforce information to businesses, job seekers, and employment counselors, in easy to use formats that are readily accessible within One-Stop Career Centers and at remote locations such as libraries, schools, worksites, and at home.*

This section focuses on the capacity of the State to develop and deliver high quality employment statistics information to customers and partners of the One-Stop System. It includes an assessment of the adequacy of the current statistical programs, information databases and delivery systems, to support workforce development initiatives.

Hawaii's primary means of disseminating labor market information ("LMI") is through the Hawaii Workforce Informer ("HIWI"), our internet delivery system of labor market information. It can be found at www.hiwi.org. HIWI is customized to reflect local workforce area information and is the standard delivery method of LMI. The system uses the Workforce Information Database (formerly the America's Labor Market Information System ["ALMIS"] Database), which provides to all customers, including businesses, job seekers, and employment counselors, the most timely state and local demographic, economic, and workforce data, as well as easy access to a public database of businesses in the state. The Workforce Information Database is a standardized database populated by each state, so customers can also make data comparisons across states or within local labor markets.

HIWI provides information that can help with job search, career decisions, business planning, research and much more. Pages on business, industry, local areas, occupations, and wages have been set up. HIWI is also interactive, allowing customers to select a topic, display it, and if desired, download it to a computer for manipulation. The State's Research & Statistics ("R&S") Office⁵⁶ also produces hard copy publications, which are available for download on HIWI. Resource centers of all One-Stop Job Centers provide internet access to HIWI. Counselors also provide workforce information to customers. When requested, the R&S Office provides training to customers, such as employers, job seekers, program planners, and employment counselors. Training is geared to the needs of the customer. The R&S Office also participates in job fairs and in workshops as presenters, panel members, and/or exhibitors.

To further enhance delivery of products and services, R & S also administers and maintains the Career Kokua Program, the state-funded career information delivery system in Hawaii. Career Kokua provides localized career and related educational and training information that is utilized by more than 250 schools and agencies statewide. Subscribers are able to use career assessment

⁵⁶ The R&S Office is part of the State Department of Labor and Industrial Relations.

tools and job search aids, as well as access information on local schools, community resources, programs of study and training, industries, and occupations. Career Kokua information is delivered through hard copy publications, computerized software, and the Internet. The initial development of the Career Kokua Internet system, www.careerkokua.org, was funded through the Career Resource Network (“CRN”), funded by Carl Perkins grant through the U.S. Department of Education. The State Legislature and DLIR now fund universal access to the Career Kokua website for all Hawaii residents.

Contents of the Hawaii Workforce Informer (HIWI) website, particularly the Career Center portal page, and the Career Services unit of HireNet Hawaii are coordinated with the Career Kokua information to deliver value-added products that customers and partners need for career planning and exploration. Non-proprietary career assessment tools and universally accessible labor market information are available through all DLIR Internet systems. Career directions, occupational profiles, and industry reports are produced collaboratively. Lastly, a current statewide initiative is to develop a comprehensive labor website, with links to as many available resources as possible.⁵⁷

IX.B.3. Describe how the State’s Workforce Information Core Products and Services Plan is aligned with the WIA State Plan to ensure that the investments in core products and services support the State’s overall strategic direction for workforce investment.

Hawaii is actively involved in the production and dissemination of core products and services to support the State’s overall direction for workforce investment.

R&S staff continue to populate the Workforce Information Database with state data. The database provides states with a common structure for storing demographic, economic, and workforce information in a single database in each state. The database serves as the cornerstone for information delivery, labor market research and product development. Employers, job seekers, Workforce Investment Boards, workforce development professionals, and other customers can access the Workforce Information Database through HIWI, the labor market information internet delivery system described earlier in Section IX.B.2. The data is updated within a month of its availability, so customers have access to the most timely state and local LMI, as well as easy access to a public database of all businesses in the state. This is important for program planning, career exploration, and job search activities. Since every

⁵⁷ See Summary Table of Strategies; Strategies CC-1.

state follows the same standard to populate the database, customers can make data comparisons across states or within local labor markets.

Hawaii also recognizes the need for industry and occupational employment projections. R&S staff produce and disseminate 10-year state and sub-state industry and occupational employment projections biennially. Statewide short-term (2 years) industry and occupational employment projections are developed and disseminated annually. Upon completion, the long- and short-term projections are incorporated into the Workforce Information Database and put onto HIWI for public use. The data supports the WIA State Plan by identifying expanding and declining industries and occupations, which are used for education and training program planning, career counseling and job search activities. A recent report can be accessed through Appendix G.

The R&S Office produces a variety of occupational and career information products for public use. The products developed include results of the Occupational Employment Statistics (“OES”) data and the state industry and occupational projections, which are widely requested. Other products that are developed incorporate related information such as industry and occupational projections, OES wages by occupation, typical tasks, knowledge, skills, abilities, work activities and work context information from O*NET, and educational and training requirements. For example, occupation projections for Hawaii can be found at <http://www.projectionscentral.com/projhome.asp> and <http://www.hiwi.org/>.

All products are Standard Occupational Classification (“SOC”)-based and developed in consultation with intended customers. They contain analysis and graphics, and are available in print and electronic formats from HIWI.

The R&S Office provides workforce information to and supports, as required, other state agencies, the Hawaii Workforce Development Council, and LWIBs. Ongoing consultation with LWIB and One-Stop Job Center staff provides R&S with the type of information it needs to ensure that products and services are in line with statewide needs and genuinely supports planning, analysis, policy development and program operations. R&S staff is also available to make presentations:

- to increase awareness of products and services,
- to instruct users on how to best utilize labor market information to make decisions,
- to instruct users on how to use the HIWI systems, and
- to increase understanding of the industry and occupational projections.

By request, R&S also conducts *ad hoc* research addressing the State and the LWIB needs.

Hawaii is making more county information available via HIWI, which is the primary way for the LWIBs to access local labor market information. HIWI uses the information in the Workforce Information Database, and most of the data in the database is collected at the county level, which matches the LWIB geography. Through HIWI, the state and local workforce investment boards can access the most up-to-date local data and all publications, which can be downloaded and printed, to support their mission and strategic plans. HIWI also features customized web pages for the LWIBs, which display selected information that are relevant to their local areas. Updated county profiles and current labor force and job count estimates for the counties and islands are produced and disseminated through HIWI. Extremely popular handouts at One-Stop Job Centers and job fairs are industry brochures that integrate occupational employment, wages, job openings, and education and training information.

More localized information on Hawaii's workforce is available through the Local Employment Dynamics ("LED") program. In partnership with the U.S. Census Bureau, the LED program was brought to Hawaii in early 2006. LED includes local employment information for the state and local areas that was not available before. Information that can help workers, employers, training professionals, economic development agencies, and Workforce Investment Boards make informed decisions are available at the Census-sponsored LED website: <http://lehd.dsd.census.gov/led>.

LED provides online analytic tools that can help answer questions about local jobs, top industries, and the state's workforce. It produces measures about employment and workers that are local for state and counties. The employment information is available by age, gender, and industry and includes data on earnings. The data sets provide dynamic information on the changing local economy such as job gains and losses, new hires and separations. The report "A Profile of Older Workers in Hawaii" to be released in mid-2007 provides employment information on older people, and is based on LED statistics.

The main data product produced by the LED partnership is the Quarterly Workforce Indicators ("QWI"), a set of eight economic indicators (measures) that can be queried by different levels of geography, as well as by detailed industry, gender, and age of workers. The data are available from 1996 through 1st Quarter 2006 and are updated quarterly.

On-the-Map is another tool that will be made available to Hawaii by mid-2007. Two major functions of this mapping tool are to build the origin-

destination data infrastructure for workers within a state and to show where workers live and where people work within a state. This mapping application can be used to answer such questions as: Where are the employers in particular industries located? Where are the high wage employment areas? Where are the high growth employment areas?

Economic Development HotReports is another new tool under development based on DataFerrett and various data sources. It is a live, interactive web page covering specific topics such as economic growth and dislocations in the local areas. Similar to HIWI's Local Area Profile reports, HotReports displays selected data only from Census databases, including ACS and LED.

Hawaii is committed to maintain and support HIWI, the R&S internet delivery system of workforce information. Hawaii is a member of the Workforce Informer consortium and participates in conference calls, suggests improvements, tests the system for reliability, functionality, and usability, and incorporates enhancements identified by the consortium states. This web-based system undergoes continuous improvements, including providing more explanations and background information, providing new articles and more up-to-date data; changing the format to make it easier to navigate, and making the site more user-friendly. A satisfaction survey on the Hawaii Workforce Informer allows customers to evaluate the products provided.

To increase staff and stakeholders' understanding of workforce information, training is provided in the form of workshops, career fairs, and individual technical assistance. Feedback from our customers indicates that training should be provided to state and local boards, individuals, businesses, and the workforce development system when it is requested. The training should be tailored to the needs of the customer. Program delivery staff, state and LWIBs, and other customers will increase their knowledge and understanding of the workforce information available and will be able to provide better planning, counseling, and service delivery. Since the quality of our workforce information is dependent on the knowledge and skills of staff, labor market information staff is also sent to training to get a better understanding of LMI so they can quickly respond to questions by phone or e-mail, and to produce more timely and accurate statistics.

To ensure that the Workforce Information Core Products and Services support the goals and objectives of the State and LWIBs, the WDC reviews and approves the labor market and workforce information plan.

*IX.B.4. Describe how State workforce information products and tools are coordinated with the **national electronic workforce information tools** including America's Career Information Network and Career Voyages.*

Hawaii provides data and information for inclusion on national websites. Detailed licensing information are updated annually and submitted through the National Crosswalk Service Center for placement on the America's Career InfoNet ("ACINet") site. The licensed occupations information on Career InfoNet has been recoded from OES to the O*NET/SOC taxonomy. The Employer Database also resides on the ACINet site, and the public can access it through HIWI, which has a link to ACINet. Occupational data based on 10-year projections are also available on the ACINet site. Occupational tables ranked by fastest growing, most openings, declining employment, largest employment, and highest paying are available. HIWI also has linkages to other systems such as O*NET for skills information, Career One Stop, America's Service Locator, Career Voyages, Workforce3One, HireNet Hawaii, and the Employer Database provided by InfoUSA.

IX.C. **Adults and Dislocated Workers**

The One-Stop system is the basic delivery system for adult and dislocated worker services. The services are organized into three levels: core, intensive, and training.

IX.C.1. **Core Services** [Ref: WIA §112(b)(17)(a)(i)]

IX.C.1.a. *Describe state strategies and policies to ensure adults and dislocated workers have universal access to the minimum required core services.* [Ref: WIA §134(d)(2)]

It is the State's policy that each local area has at least one comprehensive, physical One-Stop Job Center that provides, at a minimum, the core services specified in WIA Section 134(d)(2) and must provide access to other programs and activities carried out by the One-Stop partners, through co-location or electronic connectivity. The local system may include additional comprehensive centers, a network of affiliated one-stop sites, and specialized centers that address specific needs.

At minimum, One-Stop partner staff must quickly orient customers to services and determine if the customers want or need more than access to the full array of self-directed services available in the resource area. Individualized job searches, employment preparation, resume-writing, labor market queries, and interest inventories are available with little or no intervention from One-Stop partner staff. The local area grantees must describe in their local plans how the One-Stop system will deliver each of the mandatory services and any optional core services. These plans are reviewed and approved by the State and the local areas are monitored on a regular basis to ensure that the core services are available and accessible to all individuals.

Funds received in PY 2003 under the Work Incentive Grant were used to purchase assistive technology equipment to ensure that disabled adults and dislocated workers have reasonable access to self-directed services. Funds received in PY 2006 under the Disability Navigator grant will be used to further enhance the capability of One-Stop Centers throughout the state to serve customers with disabilities.

IX.C.1.b. *Describe how the state will ensure the three-tiered service delivery strategy for labor exchange services for job seekers and employers authorized by the Wagner-Peyser Act includes: (1) self-service, (2) facilitated self-help service, and (3) staff-assisted service, and is accessible and available to all customers at the local level.*

Self-Service: Employers are able to list jobs on-line through HireNet Hawaii, search for qualified candidates from resumes posted by staff or job seekers, and use labor market information and/or search tools to yield the best job matching results. Job seekers also may post resumes on-line through HireNet Hawaii, review labor market information, use self-assessment and/or career guidance tools, and receive notes of jobs matching job seekers' interest. These services are accessible from home, office, or any internet-connected site. Staff regularly provide demonstrations to employers, service providers, and job seekers on HireNet Hawaii to familiarize them with the process and site. A series of training sessions for employers and service providers was held in each county within the first four months of HireNet implementation to educate them about this new self-service resource.

In addition, all full service and satellite One-Stop Job Center offices are equipped with self-service resource rooms available to all customers. In these resource rooms, links to the Career InfoNet and other job search related internet sites are provided. Resource room libraries provide hard copy career-related information. Employment-related videos are also available.

Facilitated Self-Help: Resource room staff is available to provide facilitated self-help services to customers as needed. Workshops are available to all customers, registered or not. Workshop staff provide information and assistance, as appropriate.

Staff-Assisted Service: Wagner-Peyser and WIA staff are stationed at each full-service One-Stop office (and in some satellite offices) to provide more substantial staff assistance to customers, including, but not limited to, identification of skills, knowledge, and aptitudes, employment counseling, and preparation of an individual service plan. One-Stop Job Center staff have also been cross-trained and understand the basic requirements of the programs offered through the One-Stop system. Referral of customers between programs for provision of suitable activities/services is routine.

Staff in One-Stop Job Centers regularly assist employers with placing job openings. They perform job-matching tasks (to locate qualified job seekers) for referral to the employer. They also hold job fairs and assist employers with special recruitment efforts. Wagner-Peyser staff process requests for Work Opportunity Tax Credit and Welfare to Work Tax Credit eligibility determinations. They also assist employers seeking federal bonding. Procedures are in place for staff from the various One-Stop partner programs to refer employers to those programs that will meet their needs.

IX.C.1.c. Describe how the state will integrate resources provided under the Wagner-Peyser Act and WIA Title I for adults and dislocated workers as well as

resources provided by required One-Stop partner programs, to deliver core services.

Wagner-Peyser funded staff, in coordination with WIA and other programs, provide basic labor exchange services such as, but not limited to:

- 1) the listing/maintenance of job orders,
- 2) registration and referral of job seekers to appropriate jobs,
- 3) dissemination of labor market information,
- 4) initial assessment of skills,
- 5) individual and group employment counseling, and
- 6) provision of job search workshops.

Partners provide their programs' specific core services at the One-Stop Job Centers through co-location or electronic connectivity. All agencies share in coordinated job development, employer relations activities, and marketing responsibilities. Promotional efforts, for example, publicize coordinated One-Stop services rather than individual programs.

ALU LIKE⁵⁸, Inc. sites are access points for One-Stop Job Centers while maintaining their identity and emphasis on service delivery meeting the special needs of Native Hawaiians, American Indians, and Alaska Natives.

*IX.C.2. **Intensive Services.** (§112(b)(17)(a)(i).) Describe State strategies and policies to ensure adults and dislocated workers who meet the criteria in §134(d)(3)(A) receive intensive services as defined.
[Ref: WIA §112(b)(17)(a)(i)]*

The State policy for delivering intensive services under WIA follows.

- 1) In accordance with WIA Section 134(d)(4)(E), the State has determined that the WIA funds available to provide intensive and training services under the Adult Program are limited. Therefore, priority must be given to recipients of public assistance and other low income individuals. Local areas are required to describe in their local plans the procedures they will use to determine priority of service.

⁵⁸ ALU LIKE, Inc. is a private non-profit service organization that receives WIA Section 166 funds for Native Hawaiians, American Indians, and Alaska Natives.

- 2) To receive intensive services, a) an individual must receive at least one core service, and b) it must be determined that he or she is unable to obtain employment. Within the funding limits, all of the eligible individuals who meet this test are referred to WIA to undergo a comprehensive assessment of their skill levels and service needs.
- 3) Career planning and an individual employment plan are essential before training services are selected.
- 4) It is important to note that a core service, assessment, and preparation of an individual employment plan can take place in as little time as one session with a case worker.
- 5) Training and most other intensive services can be delivered simultaneously.
- 6) Local areas must describe in their local WIA plans what intensive services are delivered and how. The State reviews and approves the plans and monitors the local areas to ensure that the services are being provided as described.

*IX.C.3. **Training Services.** [Ref: WIA §112(b)(17)(A)(i)]*

If the customer’s individual employment plan includes training services, the case manager advises the customer on the use of Individual Training Accounts (“ITAs”) and the list of eligible training providers within the Consumer Report Card System.

*IX.C.3.a. Describe the Governor’s vision for **increasing training access** and opportunities for individuals including the investment of WIA Title I funds and the leveraging of other funds and resources.*

The Governor’s vision is to increase collaboration and leveraging of all resources, including better access to training and other services for participants, as described in Section I.B, Section II, and Section V.A. An example is a recently-formed interagency team to consider how their resources can serve homeless families with children in Hawaii. The agencies represent housing, social services, health, employment, drug rehabilitation, and mental health.

At the local level, members of LWIBs, counties, and the One-Stop consortia participate in various activities, committees, and boards to offer employment

and training services and leverage other resources for youth at-risk, dislocated workers, welfare recipients, persons with disabilities, and other target groups.

One-Stop Job Centers are conveniently located in each local area to increase residents' access to the services offered. Federal and state electronic self-serve sites enable individuals with internet access to search for jobs, enter resumes, learn about training offered, and find out about the current labor market and workforce trends. The DLIR website and local area websites also offer information about services available.

*IX.C.3.b. **Individual Training Accounts***

*IX.C.3.b.i. What **policy direction** has the State provided **for ITAs**?*

The State policy is that Individual Training Accounts (“ITAs”) will be the primary method of funding training services for eligible adults and dislocated workers. An ITA is an account established by a WIA program operator for an eligible customer. ITAs finance programs from eligible training providers of training services directly linked to employment opportunities in the area. “Employment opportunities” are those occupations in industries targeted by the LWIBs as desired growth industries for the area as well as the demand occupations pinpointed by employers and projection models.

Any type of financial aid awards for which the customer qualifies are applied towards the training cost before ITAs are provided. The customer will not be required to take out student loans. ITAs will comply with applicable county, state, and federal procurement laws.

Exceptions to ITAs: Contracts for services may be used instead of ITAs only when one of the following three exceptions applies:

- 1) on-the-job training (“OJT”) and customized training,
- 2) insufficient number of eligible providers for an ITA system, and
- 3) LWIBs determine that Community Based Organizations (“CBOs”) or other private organizations offer training services that have demonstrated effectiveness in serving special populations with multiple barriers to employment; i.e., low-income individuals who are included in one or more of the following categories:
 - a) individuals with substantial language or cultural barriers,
 - b) ex-offenders,

- c) homeless individuals,
- d) welfare recipients,
- e) persons with disabilities,
- f) those requiring services for substance abuse,
- g) individuals age 55 and older, and
- h) migrant and seasonal farm workers.

Each local area must describe in its local plan:

- 1) any limits the LWIB chooses on the dollar amount, duration, number and scope of ITAs for individuals,
- 2) ITA procedures, if any, to cover costs of the following items provided by approved training providers:
 - a) tuition and fees for training,
 - b) textbooks, supplies, uniforms, and necessary training materials,
 - c) testing fees for certification, and
 - d) licensing examinations
- 3) procedures for how ITA expenditures will be controlled and tracked, and
- 4) procedures for how a customer will be able to complete training planned if the applicable training program is removed from the list of eligible training providers before that customer completes training.

*IX.C.3.b.ii. Describe innovative training strategies used by the State to **fill skills gaps**. Include in the discussion the State’s effort to maximize the use of ITAs through partnerships with business, education (in particular, community and technical colleges), economic development agencies, and industry associations and how business and **industry involvement** is used to drive this strategy.*

As discussed in Section I.B., the Governor is pursuing science, technology, engineering, and math (“STEM”) education, the America’s Diploma project, Rapid Response training programs, and other life-long learning and skill-building opportunities.

The State received \$1.9 million in Congressional Earmark Funds to develop a project to build the capacity of professional healthcare services in Hawaii. The need for long-term care is expected to rise substantially as Hawaii’s “baby boomers” age. The goal of the project is to provide training and

apprenticeship opportunities to individuals seeking to become Certified Nurse's Aides ("CNAs"). CNAs that are trained through the project may also elect to pursue further training on their own to become licensed Adult Residential Care Home operators, Licensed Practical Nurses, or Registered Nurses. The project is conducted through a partnership with the State Department of Health.

*IX.C.3.b.iii. Discuss the State's plan for committing all or part of WIA Title I funds to training opportunities in **high-growth, high-demand, and economically vital occupations**.*

Training for eligible participants under WIA Title I must be linked to employment opportunities in demand as determined by the LWIB in the local area or the LWIB in another local area to which the individual is willing to relocate.

In their local plans, LWIBs will be asked to describe how they will target their WIA funds to be used for training in high growth, high demand, and economically vital occupations. (WDC: what did local plans say?) An example of a possible strategy is setting aside a percent of WIA funds for training for jobs that pay at least a self-sufficiency wage, defined for WIA eligibility purposes as:

- 1) employment that pays at least 200% of the lower living standard income level ("LLSIL"), or
- 2) the layoff wage, whichever is higher.

The LLSIL, which is determined and issued annually by the USDOL Secretary, is an index of low income levels by family size, adjusted for regions and metropolitan/non-metropolitan areas of the United States. The local plans will include a justification for the level of WIA funding directed to this priority.

IX.C.3.b.iv. Describe the State's policy for limiting ITAs (e.g., dollar amount or duration).

Local areas may establish ITA limits based on the needs of participants and funds available. The procedures and limits must be described in the local area plans.

IX.C.3.b.v. Describe the State's current or planned use of WIA Title I funds for the provision of training through apprenticeship.

The State does not currently use WIA funds for apprenticeship training. The State’s “15%” funds are insufficient for this purpose. Apprenticeship program sponsors are encouraged to become eligible training providers for the local areas but, so far, none have chosen to do so.

IX.C.3.b.vi. Identify state policies developed in response to changes to WIA regulations that permit the use of WIA Title I financial assistance to employ or train participants in religious activities when the assistance is provided indirectly, such as through an ITA. [Note that the Department of Labor provides Web access to the equal treatment regulations and other guidance for the workforce investment system and faith-based and community organizations at <http://www.dol.gov/cfbci/legalguidance.htm>

The State permits the use of WIA Title I financial assistance to individuals seeking employment or training in religious activities when the assistance is provided indirectly (such as through an ITA) and without regard to the religious character or affiliation of the participant, employer, or training involved. The local areas will adopt this policy, and will include policies in their local plans to implement changes to WIA regulations that permit the use of WIA Title I financial assistance to employ or train participants in religious activities. Local policies must conform with all applicable federal regulations.

*IX.C.3.c. **Eligible Training Provider List.** Describe the State’s process for providing broad customer access to the statewide list of eligible training providers and their performance information including at every One-Stop Job Center. [Ref: WIA §112(b)(17)(A)(iii)]*

If the customer’s individual employment plan includes training services, the case manager advises the customer on the use of the ITA and provides a list of eligible training providers within the Consumer Report Card System, which is maintained on the website by Career Kokua.⁵⁹ It provides information on eligible training providers, including information about the school, accreditation/licensing/approving agency, types of degrees/certification/diplomas offered, cost, and performance information for approved training programs.

⁵⁹ Created by H.R.S. 373c, the Hawaii Career Information Delivery system (“HCIDS”), also known as Career Kokua, collects and analyzes data and develops quality career information and services along the standards of the National Association of Computerized Systems of Career Information (“ACSCI”). Its mission is to provide localized current information for career decision making and career planning.

IX.C.3.d. *On-the-Job (OJT) and Customized Training (§§112(b)(17)(A)(i) and 134(b). Based on the outline below, describe the State’s major directions, policies and requirements related to **OJT and Customized Training**. [Ref: WIA §112(b)(17)(A)(i) and 134(b)]*

The State has not issued any directions, policies, and requirements relating to OJT or customized training beyond those required under the WIA statute and regulations.

IX.C.3.d.i. *Describe the Governor’s vision for increasing training opportunities to individuals through the specific delivery vehicles of OJT and customized training.*

Although the State recognizes the value of OJT and customized training for both employers and job seekers, the vast differences in the opportunities for this type of training among the four local areas precludes a statewide vision. In keeping with the philosophy that WIA programs should be locally driven, the State allows the local area grantees and LWIBs the flexibility to develop the strategies that best fit local needs and conditions.⁶⁰

IX.C.3.d.ii. *Describe how the State:*

- **Identifies** OJT and customized training **opportunities**;

Most of the local area grantees’ LWIBs have conducted labor market studies to identify industry clusters that provide high growth, high wage opportunities. The results of the surveys are used to determine possible areas for OJT and customized training opportunities.

- *Markets OJT and customized training as an **incentive to untapped employer pools** including new business to the State, employer groups;*

The three neighbor island local areas which, due to funding constraints do not have specialized staff, conduct periodic employer forums to familiarize businesses with the services available through the One-Stops.

- *Partners with high-growth, high-demand industries and **economically vital industries to develop** potential OJT and customized training strategies;*

⁶⁰ See Summary Table of Strategies; Strategies OS-1.

The business services staff on Oahu and One-Stop staff in the other three local areas work with the construction industry, a high growth, high demand industry requiring substantial numbers of new employees, as well as employers in all industries to develop OJTs and provide customized training as needed.

- *Taps **business partners to help drive the demand-driven strategy** through joint planning, competency and curriculum development; and determining appropriate lengths of training;*

The local areas rely on the business representatives on the LWIB to help drive the demand-driven strategy for job training. Competencies and the appropriate lengths of training are negotiated on a case by case basis with the employer for each OJT or customized training.

- ***Leverages other resources** through education, economic development and industry associations to support OJT and customized training ventures.*

At the present time there are no funds available from education, economic development or industry associations in Hawaii to support OJT and customized training. The local areas will continue to explore this possibility.

*IX.C.4. Service to **Specific Populations**. [Ref: WIA §112(b)(a7)(A)(iv)]*

IX.C.4.a. Describe the State's strategies to ensure that the full range of employment and training programs and services delivered through the State's One-Stop delivery system are accessible to and will meet the needs of dislocated workers, displaced homemakers, low-income individuals migrants and seasonal farm workers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, people with limited English-speaking proficiency, and people with disabilities.)

In a One-Stop environment, members of special populations such as dislocated workers, persons with disabilities, migrant and seasonal farm workers, women, etc., have access to all of the core, intensive and training services provided by One-Stop partners. Staff persons stationed in offices operated by One-Stop partners as well as those co-located in One-Stop Job Centers have knowledge of programs operated by all agencies involved in the system. As an individual's special needs, barriers, or circumstances are identified, staff will be better equipped to guide them to programs which will provide the assistance required. Referral procedures have been developed to

expedite the process of connecting the individual with the appropriate program. It is also expected that better program coordination and the proximity of staff from the One-Stop partner agencies enhance the ability of staff to consult with each other in order to better tailor services to meet the needs of the customer.

Several partners co-locate staff in the different One-Stop Job Centers on an intermittent, part-time or full-time basis depending on the Center. The State Department of Human Services, Vocational Rehabilitation and Services to the Blind Division (“DVR”) participate in staff co-location at Center sites and at times that best fit the needs of each Workforce Investment Area. Referral procedures have been established to ensure that persons with severe disabilities have access to DVR services.

It is expected that the One-Stop operator in each Workforce Investment Area coordinates services provided by the required and optional agencies participating in the system in order to ensure a seamless delivery and avoid duplication of services. Those agencies providing services targeting special populations are able to request technical assistance from the State via the One-Stop operator. If the State is unable to resolve the issue, it requests assistance from the USDOL Regional Office.

The target population groups are served⁶¹ as follows:

Dislocated Workers

As required partners in the One-Stop system, DLIR’s Unemployment Insurance Division (“UI”) and WDD, which administers Wagner-Peyser programs, work in concert to identify dislocated workers and provide them with the services necessary to become re-employed.

Dislocated workers are identified through Worker Adjustment Retraining Notification (“WARN”) and the State’s Plant Closing Notification law, rapid response activities, and the Worker Profiling and Re-employment Services program.

One of the key developments in Hawaii’s economic history since statehood has been the gradual decline of its traditional agricultural base in sugar and pineapple production, and the rise of the visitor industry. The re-skilling of these former agricultural workers to secure jobs in growth industries and occupations continues to be an important priority for the Hawaii workforce development system.

⁶¹ See Summary Table of Strategies; Strategies OS-1.

Although the loss of agricultural jobs has attracted considerable public attention in Hawaii over the past years and decades, it is likely that worker dislocation will affect other industries and establishments as Hawaii undergoes the structural adjustments needed to regain its economic momentum and reduce dependence on tourism.

Dislocated workers are usually motivated to return to work quickly, but are unfamiliar with the current labor market, the skills required for other jobs, and job search skills. Services that are provided include assessment; counseling; provision of information on employment statistics, training providers, and support services; assistance in filing for unemployment compensation; job search and placement assistance; and referral to intensive services and training as appropriate.

Displaced Homemakers

Displaced homemakers are identified primarily through referrals from other agencies such as the State Department of Human Services (the State's welfare agency), the YWCA, and community-based organizations concerned with women's and family issues.

Although One-Stop core services are available to this target group, displaced homemakers, often with limited workplace experience and low self esteem, generally need intensive services, training, and a wide variety of support services. The services available under WIA are coordinated with programs for displaced homemakers at the State's community colleges through the Carl Perkins Career & Technical Education Program.

Low-Income Individuals (Including Public Assistance Recipients)

Because WIA Adult Program funds are limited, the State has determined that priority of service is given to recipients of public assistance and other low-income individuals. Low-income individuals are identified when they access One-Stop core services as well as through referrals from other agencies providing services to this target group.

Public assistance recipients in particular are identified through coordination with the State Department of Human Services ("DHS"), which administers the Temporary Assistance for Needy Families ("TANF") program and other Federal and State funded public assistance programs. The Work Opportunity and Welfare-to-Work Tax Credits are also made available to employers as an inducement to hire welfare recipients.

In addition to training, low-income individuals need supportive services, including food, shelter, clothing, transportation, and childcare. Where possible, non-WIA funding is sought to provide these supportive services.

Individuals training for Non-traditional Employment

Information on non-traditional employment is available at the One-Stop Job Centers' resource rooms and is provided as part of career counseling.

The State DLIR, in its role as the state registration agency for registered apprenticeship programs, reviews and provides technical assistance to program sponsors on their selection procedures and affirmative action plans to help ensure opportunities for women in apprenticeship.

In 1999, DLIR WDD's Maui Branch, Maui County, and several other groups assisted the Maui Economic Development Board in obtaining a \$500,000 grant from the U.S. Department of Labor for the Women in Technology Program. Some of the grant funds were earmarked for an apprenticeship program for women in computer technology. Today, the program has grown to over 5,000 individuals statewide and is a leading advocate for STEM education.

Older Individuals

Staff at the One-Stop Job Centers include individuals who understand the needs of older individuals. Also, as a required One-Stop partner, the Senior Community Services Employment Program ("SCSEP") staff assist in providing services to this group. Most older individuals prefer part-time jobs rather than training, but some want to learn computer skills.

Persons with Disabilities

Self-service resource rooms located in the One-Stop Job Centers feature access to computers, software, copiers, fax machines, and the Internet. The Americans with Disabilities Act ("ADA") guidelines were used to design the resource rooms. In each resource room, at least one computer terminal has been outfitted with hardware and software designed to make it accessible for persons with disabilities. Other equipment to assist the disabled was purchased with Work Incentive Grant funds.

Funds received under the Disability Program Navigator grant are being used to employ three Navigators in One-Stop Job Centers on Oahu, the Big Island, and Maui. The Navigators will help identify successful approaches for training and job placement of persons with disabilities and train One-Stop Center staff on these approaches.

The State DLIR and One-Stop Job Centers' staff work closely with the State Department of Human Services, DVR to ensure that program access and services meet the needs of persons with the most severe disabilities. In an

effort to help this group find employment, both the federal Work Opportunity Tax Credit program and the Hawaii State Tax Credit program are fully utilized for employers who hire DVR clients.

Individuals with Limited English Speaking Ability

Translation services are available during the interview/assessment process to assist those individuals with limited English-speaking ability. If bi-lingual staff persons are not available, the Language Line, a translation service provided by telephone, is utilized to provide translations.

Some individuals have difficulty in securing employment because of limited English-speaking ability. Training in English as a Second Language (“ESL”) and Vocational ESL are available to qualified individuals to enable them to improve English-speaking skills. These new skills, in turn, enable these individuals to secure and/or retain employment.

Ex-Offenders

One-Stop Job Centers respond to prisoners’ inquiries with general information and an invitation to go directly to the most conveniently located One-Stop Job Center. The Centers provide recently-released individuals with Work Opportunity Tax Credit (“WOTC”) information so they can use their WOTC-eligibility as a job search incentive. Programs that have referred ex-offenders for One-Stop services are: T.J. Mahoney (both the women and federal sections), Salvation Army, Partners in Care, the Windward Homeless Coalition, Victory Ohana, Institute for Human Services, and the Department of Public Safety Laumaka Half-way House. These agencies and parole officers may require ex-offenders to have forms signed to verify job search activities.

IX.C.4.b. Describe the reemployment services you will provide to unemployment insurance claimants and the Worker Profiling services provided to claimants identified as most likely to exhaust their unemployment insurance benefits in accordance with section 3(c)(3) of the Wagner-Peyser Act.

Wagner-Peyser staff provide intensive individual services to UI claimants identified as participants in the Worker Profiling and Re-employment Services (“WPRS”) program. Case managers are assigned to assist each profiled claimant in identifying appropriate courses of action to facilitate his/her return to the workforce. Re-employment services provided include assessment, counseling, job referral and placement, testing, labor market information, job search workshops, and referral to job training.

WDD monitors the claimant's progress and participation during the period covered by the Individual Service Plan ("ISP"). The claimant is asked to complete a customer survey sheet upon completion of the ISP.

Upon the claimant's selection for the Worker Profiling and Reemployment Services, she/he is required to attend an orientation session where information about the program is provided. A case manager is also assigned to each WPRS participant at this time. The case manager and claimant work together to assess the claimant's background and arrive at a reasonable ISP. A signed copy of the ISP is forwarded to UI together with notification that this phase of the WPRS program has been completed.

Any potential availability issue, such as failure to participate in an agreed upon activity, is reported to UI staff via a UI-WDD-1 transmittal form. UI creates an eligibility issue that is adjudicated after obtaining the claimant's statement. Depending upon the circumstances, the claimant is instructed to report back to WDD to resume the ISP. WDD is notified to reschedule the claimant and resume the activities outlined in the ISP. If the claimant fails to report for the activity, WDD notifies UI and another eligibility issue is created. If the claimant is found to be "not in compliance" with the requirements of the WPRS program, she/he will be denied benefits for that week.

The State expanded services to profiled participants through the Personal Reemployment Account ("PRA") program, a pilot project funded by the USDOL that allows eligible claimants to receive cash bonuses for securing and retaining work within certain time frames. These claimants also have the option of purchasing training or supportive services related to their work search or job offered. The program is being implemented on the islands of Hawaii and Molokai, where the unemployment rates are the highest among all the islands.

IX.C.4.c. Describe how the State administers the unemployment insurance work test and how feedback requirements (under §7(a)(3)(F) of the Wagner-Peyser Act) for all UI claimants are met.

Wagner-Peyser staff and cross trained UI staff register claimants for job search services provided in the One-Stop system. Services are provided with special emphasis on placing them in jobs as soon as possible. UI is advised of any issues affecting a claimant's availability for work or job search through the use of UI-WDD-1 transmittal forms and the One-Stop operating system.

IX.C.4.d. Describe the State's strategy for integrating and aligning services to dislocated workers provided through the WIA rapid response, WIA dislocated

worker, and Trade Adjustment Assistance (TAA) programs. Does the State have a policy supporting co-enrollment for WIA and TAA?

One-Stop Job Center staff and partners are knowledgeable about the programs and services available through the One-Stop Job Centers, such as the WIA rapid response, WIA dislocated worker and TAA programs. Customers are provided information about WIA dislocated worker program benefits and, if applicable, information about Trade Act entitlements and benefits, including TAA, Trade Readjustment Allowances, Alternative Trade Adjustment Assistance, and Health Care Tax Credit. Each individual will be assessed to determine eligibility for the various programs and to ascertain the mix of services needed to enable him/her to obtain suitable employment. Dislocated workers are then co-enrolled in programs for which they qualify that will best meet their needs. Costs for specific services are supplied by the program providing the service.

The State's policy is to use all resources available in a coordinated manner for benefit to dislocated workers, TAA participants, and other users of the One-Stop Job Centers. When TAA funds are insufficient, TAA participants are co-enrolled in the WIA Dislocated Worker program or other programs as appropriate to meet individual customer needs. TAA participants also may attend job search and other workshops conducted by staff funded by Wagner-Peyser or other One-Stop Center partners to enhance their awareness of the labor market and improve job hunting skills.

*IX.C.4.e. How is the State's workforce investment system **working collaboratively with business and industry and the education community** to develop strategies to overcome barriers to skill achievement and employment experienced by the populations listed in paragraph (a) above and to ensure they are being identified as a critical pipeline of workers?*

Please see response to Section IX.C.4.a.

*IX.C.4.f. Describe how the State will ensure that the full array of One-Stop services are available to individuals with disabilities and that the **services are fully accessible**?*

The full array of One-Stop services to people with disabilities is ensured by:

- 1) provision of at least one work station at each One-Stop Job Center that is accessible to persons with disabilities,
- 2) Local Area grantees' plans and self-assessment of their accessibility,

- 3) Disability Navigators described in Section IX.C.4.a. Persons with Disabilities section, and
- 4) use of federal and state tax credit programs.

The State has used Workforce Incentive Grant (“WIG”) funds to ensure that One-Stop Job Center staff will be able to serve persons with disabilities in the same manner as persons without disabilities while taking into account their special needs. The State’s subcontractor for WIG evaluated the accessibility of all of the One-Stops and made recommendations for improvements. In addition, statewide One Stop staffs were trained on how to provide services to the disabled to the extent possible rather than simply referring them to other agencies. WIG funds were also used to purchase assistive technology equipment for the One-Stop Job Centers’ resource rooms so that people with disabilities would have access to the same resources as other customers. The State has ensured that all One-Stop Job Centers provide no less than one work station that is accessible to persons with disabilities and have the following accessibility elements on site:

- 21” monitor
- Operating system with accessibility features installed
- Track ball in addition to a mouse
- Table that can be adjusted to accommodate a person in a wheelchair or a chair
- TDD or Internet access
- Sticky keys for the keyboard
- Earphones
- UNIPHONE, which features a TTY, Voice Carry-over, and a high-volume phone

In addition to incorporating these State requirements as a minimum, Local Area grantees must describe in their local area plans how services to the disabled will be provided. These plans are reviewed and approved by the State. Local Area grantees self-assess to ensure that the full array of services is available to individuals with disabilities.

Also, in an effort to help those with the most severe disabilities find employment, both the Federal Work Opportunity Tax Credit program and the Hawaii State Tax Credit program are utilized for employers who hire DVR or Veterans Administration Vocational Rehabilitation clients.

IX.C.4.g. Describe the role LVER/DVOP staff have in the One-Stop Delivery System. How will the State ensure adherence to the legislative requirements for veterans’ staff? How will services under this Plan take into consideration the agreement reached between the Secretary and the State regarding veterans’

employment programs? [Ref: WIA §112(b)(7), 112(b)(17)(B), and 322, 38 U.S.C. Chapter 41; and 20 CFR §1001.120]

In compliance with Title 38, Chapters 41 and 42, United States Code, Jobs for Veterans Act, and LVER/DVOP Grant Special/General Provisions, and the Secretary's Agreement between the State and the Department of Labor Veterans Employment and Training Service, WDD staff ensure that veteran applicants receive the full array of services through WDD offices and One-Stop Job Centers. Local Veterans' Employment Representatives ("LVER") and Disabled Veterans' Outreach Program ("DVOP") staff serve veterans requiring intensive services or who specifically request their services. In addition to regular labor exchange and counseling services, training under grants from USDOL/VETS are provided when available. LVER and DVOP staff continue to participate in the Transition Assistance Program conducted by the U.S. Department of Defense to help separating veterans and their spouses transition into the civilian workforce.

LVER and DVOP provide technical assistance to the One-Stop Job Center managers and their staff to ensure they maintain awareness of relevant program policies in delivering appropriate services to veterans. The State Director of Veterans' Employment and Training ("DVET") provides continuous technical assistance and guidance to the Administrator, WDD, and the LVER and DVOP staff to help them operate the Jobs for Veterans Program in compliance with the legislative intent. Included in this assistance are annual onsite assessment visits to designated One-Stop Job Centers. Program performance measures have been negotiated between the State and the USDOL/VETS to help the State assess its effectiveness in delivering the range of employment services to veterans.

LVER/DVOP staff are full time civil service staff employees of WDD. The minimum requirements for their jobs include the job requirements mandated for veterans' staff by Title 38 and LVER/DVOP Special/General Provisions.

IX.C.4.h. Department of Labor regulations at 29 DFR 37, require all recipients of Federal financial assistance from DOL to provide meaningful access to limited English proficient (LEP) persons. Federal financial assistance includes grants, training, equipment usage, donations of surplus property, and other assistance. Sub-recipients are also covered when Federal DOL funds are passed through from one recipient to a sub-recipient. Describe how the State will ensure access to services through the State's One-Stop delivery system by persons with limited English proficiency and how the State will meet the requirements of ETA Training and Employment Guidance Letter (TEGL) 26-02, (May 29, 2003) which provides guidance on methods of complying with the Federal rule.

Translation services are available during the interview/assessment process to assist those individuals with limited English-speaking ability. If bi-lingual staff persons are not available, the Language Line is utilized to provide translations. All providers must accept Assurances (Section XI) so that language assistance is available, free of charge, to individuals with limited English-speaking ability while they are receiving services.

IX.C.4.i. Describe the State’s strategies to enhance and integrate service delivery through the One-Stop delivery system for migrant and seasonal farm workers and agricultural employers. How will the State ensure that migrant and seasonal farm workers have equal access to employment opportunities through the State’s One-Stop delivery system? Include the following:

- *The number of Migrant and Seasonal Farmworkers (MSFWs) the State anticipates reaching annually through outreach to increase their ability to access core, intensive, and training services in the One-Stop Career Center System.*

Services to Migrant and Seasonal Farm Workers (“MSFWs”) comply with federal requirements under the Wagner-Peyser Act, which states that counseling, testing, and referral to jobs and training opportunities shall be provided on a basis that is qualitatively and quantitatively proportionate to services afforded non-MSFW individuals. A part-time State Monitor Advocate is responsible for ensuring that Equity Indicators are met in WDD offices. The State Monitor Advocate works with One-Stop partners to make certain that proper services are provided to MSFWs through the One-Stop system and that sufficient numbers of MSFWs are located and offered available services. Outreach services are provided each year in an effort to increase MSFWs access to One-Stop services. The State estimates that One-Stop services will be accessible to approximately 200 more MSFWs annually as a result of this effort.

A Local Office Monitor Advocate (“LOMA”) has the lead in MSFW outreach and education efforts in the geographical area assigned to each office. The LOMA also provides Wagner-Peyser staff with MSFW training, including the correct identification of migrant and seasonal farm workers, and advises the WDD Local Office Manager of any problems that may prevent provision of services to MSFWs on a basis proportionate to services provided to non-MSFWs. The WDD Local Office Manager informs and works with the WDD Branch Manager and the State Monitor Advocate to resolve the issues. The State Monitor Advocate convenes a meeting of all LOMAs periodically to keep them abreast of developments in the MSFW program.

WDD and Maui Economic Opportunity are partners in each county and work together to provide services to the MSFW population. Maui Economic

Opportunity is the approved statewide operator of the WIA §167 Migrant and Seasonal Farm Worker Program.

State strategies to provide outreach and other services for agricultural employers, as well as equitable services for migrant and seasonal farm workers follow.

- 1) Increased marketing of the One-Stop system provides information to agricultural employer groups, such as the Hawaii Farm Federation, agricultural workers' unions, the State Department of Agriculture, and other appropriate groups or organizations. Employers as well as workers are encouraged to avail themselves of all services offered by the One-Stop Job Centers.
- 2) Close coordination between programs provides agricultural employers and workers access to upgrade training through such programs as the State's Employment and Training Fund, which focuses on the incumbent worker.
- 3) Staff from One-Stop partner agencies are provided information about the migrant and seasonal farm worker programs provided through Wagner-Peyser (as well as through the WIA §167 service provider) and are trained to identify individuals who fall into this group. Referral procedures are in place to ensure that equity of services are provided in a manner designed to best meet the needs of these individuals.
- 4) The State and Local Office Monitor Advocates work to ensure that migrant and seasonal farm workers are provided equitable services.

IX.C.5. Priority of Service

IX.C.5.a. What procedures and criteria are in place under 20 CFR 663.600 for the Governor and appropriate local boards to direct One-Stop operators to give priority of service to public assistance recipients and other low-income individuals for intensive and training services if funds allocated to a local area for adult employment and training activities are determined to be limited? [Ref: WIA §112(b)(17)(A)(iv) and 134(d)(4)(E)]

The State's policy is that unless the funds allocated to a local area for WIA 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 available to all of the local areas are considered limited and priority must be given to low-income individuals and public assistance recipients. The LWIBs have the responsibility for determining how priority will be given for their local areas. In their local plans, LWIBs will be asked to describe how the priority of service is set, what priority is given to underrepresented populations, and what priority, if any, is given to employed people who earn below the self-sufficiency level.

IX.C.5.b. What policies and strategies does the State have in place to ensure that, pursuant to the Jobs for Veterans Act (P.L.107-288)(38 USC4215), that priority of service is provided to veterans (and certain spouses) who otherwise meet the eligibility requirements for all employment and training programs funded by the U.S. Department of Labor, in accordance with TEGL 5-03 (9/16/03)? [Ref: P.L. 107-288; 38 U.S.C. 4215]

LVERs conduct workshops for staff and partner agencies to include information on the importance of priority of service to veterans. Local office managers monitor service delivery sites to ensure that staff follow the implementation policy for veterans' priority of service to promote and ensure uniformity throughout all service delivery areas. To further ensure priority of services, One-Stop staff are encouraged to use filters to produce lists of veterans for job matching and other record searches.

Please also see response in Section IX.C.4.g.

*IX.D. **Rapid Response.** [Ref: WIA §112(b)(17)(A)(ii)]*

Describe how your State provides Rapid Response services with the funds reserved under section 113(a)(2).

*IX.D.1. Identify the entity responsible for providing Rapid Response services. Describe how Rapid Response activities involve local boards and Chief Elected Officials. If Rapid Response activities are shared between the State and local areas, describe the **functions** of each and how funds are allocated to the local areas.*

The Department of Labor and Industrial Relations (“DLIR”) serves as the State Dislocated Worker Unit. WARN Act notices sent to the Director of DLIR are simultaneously forwarded to the DLIR’s WDD, the Unemployment Insurance Division, and the Research and Statistics Office.

As required by law, companies also transmit a WARN notice to the Mayor of the county in which a closing will occur. Upon receipt of a notice, WDD

forwards copies of the notice to the LWIBs for appropriate action and coordination with rapid response activities. Rapid response functions are carried out primarily by the staff of the local offices.

*IX.D.2. Describe the **process** involved in carrying out Rapid Response activities.*

*IX.D.2.a. What methods are involved in receiving **notice of impending layoffs** (include WARN Act notice as well as other sources)?*

Notices of impending layoffs are received in a variety of ways. Companies may submit WARN notices, as required by law. Information may be obtained through newspaper articles or the broadcast media. Affected workers may call staff to inform them of the impending layoff. Information may be received from other State departments, county entities, or One-Stop partner agencies.

*IX.D.2.b. What efforts does the Rapid Response team make to ensure that rapid response **services** are provided, whenever possible, **prior to layoff** date, onsite at the company, and on company time?*

Soon after a WARN notice is received, Wagner-Peyser Act staff contact the employer to assess the needs of the employer and affected workers. When appropriate, a Labor-Management Committee, comprised of the employer, the employees' local union representative (if employees are represented by a union), and the appropriate member of the One-Stop partner staff, is formed to assist the State DWU in determining the services required and early intervention strategies. Based on this assessment, One-Stop partners form one or more rapid response teams, if necessary, to provide appropriate services. Whenever possible, services are provided at the employer's job site, prior to the layoff date, and on company time.

*IX.D.2.c. What **services** are included in Rapid Response activities. Does the Rapid Response team provide workshops or other activities in addition to general informational services to affected workers? How do you determine what services will be provided for a particular layoff (including layoffs that may be trade-affected)?*

Appropriate services to be provided for a particular layoff, including trade-affected layoffs, are based upon an assessment of the needs of the employer and the affected workers. The employer, the employee's union or employee representative, and the Rapid Response team contribute in identifying the services required. Outreach activities to those individuals eligible for Trade Act program benefits will be provided as appropriate.

Subsequently, the dislocated workers may receive the three tiers of core, intensive, and training services available through One-Stop Center offices. Services can include, but are not limited to, initial intake and assessment, dissemination of information about Trade Act Program benefits and requirements, vocational counseling, dissemination of labor market and self-service information, assistance in filing for unemployment insurance, job search and placement services, and referral to intensive services and training as appropriate for the individual. When, in the initial assessment, workers with multiple barriers to employment are identified, partner agency staff conduct further assessment of the need for intensive or training services, and possible referral to supportive services.

Pre-layoff assistance will be provided as appropriate. Other services may include classroom training at the work site if facilities are available, and the employer and union or employee representative agree with the activity. Training topics may include stress management, resume writing, and job search skills.

IX.D.3. How does the State ensure a seamless transition between Rapid Response services and One-Stop activities for affected workers?

To ensure a seamless transition between Rapid Response services and One-Stop activities for affected workers, teams providing Rapid Response services are comprised of staff from One-Stop Center local offices that have intimate knowledge of the programs and services available through the system.

*IX.D.4. Describe how **Rapid Response** functions **as a business service**. Include whether Rapid Response partners with economic development agencies to connect employees from companies undergoing layoffs to similar companies that are growing and need skilled workers? How does Rapid Response promote the full range of services available to help companies in all stages of the economic cycle, not just those available during layoffs? How does the State promote Rapid Response as a positive, proactive, business-friendly service, not only a negative, reactive service?*

Rapid Response functions as a business service by allowing employers to express concern for the welfare of the affected workers and to mitigate the negative effects of the layoff at minimum cost. Services provided enable workers to seek training for other jobs and careers that benefit their new employers. Although primarily used in cases of layoff, Rapid Response also is proactive through layoff aversion strategies to help keep the business viable and competitive.

WIA Dislocated Worker funds from which monies for Rapid Response are taken are more severely limited now than in past years. Therefore, available funds will be used more for the provision of services than for promotion of Rapid Response services.

IX.D.5. What other partnerships does Rapid Response engage in to expand the range and quality of services available to companies and affected workers and to develop an effective early layoff warning network?

Staff utilize partnerships with educational institutions, other Federal, State, and Local agencies, as well as non-profit agencies to expand the range and quality of services available to companies and affected workers to develop an effective early layoff warning network. Long-standing partnerships with the ILWU and employer organizations facilitate the early receipt of layoff information to the extent possible.

IX.D.6. What systems does the Rapid Response team use to track its activities? Does the State have a comprehensive, integrated Management Information System that includes Rapid Response, Trade Act programs, National Emergency Grants, and One-Stop activities?

Reports on rapid response activities are submitted to the State Dislocated Worker Unit. HireNet Hawaii tracks WIA activities, including those for National Emergency Grants, rapid response, Wagner-Peyser, services to Veterans, services to Migrant and Seasonal Farm workers, and services to worker-profiled individuals. Trade Act programs will be tracked separately, but plans include the interfacing of the Trade Act management information system with HireNet Hawaii..

IX.D.7. Are Rapid Response funds used for other activities not described above; e.g., the provision of additional assistance to local areas that experience increased workers or unemployed individuals due to dislocation events?

Due to the small amount of funds allocated to Hawaii for the Dislocated Worker Program, only a small percentage of the funds are retained at the State level for Rapid Response purposes. This amount is insufficient for providing additional assistance to local areas experiencing increased numbers of dislocated workers.

*IX.E. **Youth.** ETA's strategic vision identifies youth most in need, such as out of school youth and those at risk, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, homeless youth, and*

migrant and seasonal farm worker youth as those most in need of service. State programs and services should take a comprehensive approach to serving these youth, including basic skills remediation, helping youth stay in or return to school, employment, internships, help with attaining a high school diploma or GED, post-secondary vocational training, apprenticeships and enrollment in community and four-year colleges.
[Ref: WIA §112(b)(18)]

*IX.E.1. Describe your State’s strategy for providing **comprehensive, integrated services to eligible youth**, including those **most in need** as described above. Include any State requirements and activities to assist youth who have special needs or barriers to employment, including those who are pregnant, parenting, or have disabilities. Include how the State will coordinate across State agencies responsible for workforce investment, foster care, education, human services, juvenile justice, and other relevant resources as part of the strategy.*

The State’s strategy for providing comprehensive, integrated services to eligible youth is to ask that LWIBs, as part of their local planning process, prepare a comprehensive youth plan⁶² that (a) allocates at least 40% of the youth funds for out-of-school youth, (b) concentrates on the neediest youth described at the end of this section, and (c) formalizes coordination of local agencies, which could include:

- 1) Adult Education and Family Literacy,
- 2) Vocational Rehabilitation,
- 3) Department of Education, Special Education Services Branch,
- 4) Community Services Block Grant recipients,
- 5) Housing & Urban Development employment and training programs,
- 6) Job Corps,
- 7) State Office of Youth Services,
- 8) Family Court,
- 9) Department of Human Services -Foster Care,
- 10) TANF (Temporary Assistance for Needy Families),
- 11) ALU LIKE, Inc.,
- 12) faith-based organizations and community-based organizations,
- 13) community colleges, and
- 14) State of Hawaii, Department of Defense (Youth Challenge and About Face).

Items covered in an interagency agreement could include a description of each agency’s role in achieving the following:

⁶² See Summary Table of Strategies; Strategies OS-1.

- 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, and
- 6) follow up with mentoring and course correction.

Strategies for providing coordinated services to the neediest youth could include:

Youth With Disabilities – To identify youth with disabilities needing WIA services and coordinate such services, youth providers will coordinate with the Student Support Services sections of the State Department of Education complexes and the Division of Vocational Rehabilitation. Inclusionary implementation procedures and reasonable accommodation will assure that youth with disabilities have access to programs; for example, referrals from agencies that serve youth with disabilities; customized courses for the proactive integration of youth with special needs; use of computer technology to set and achieve high expectations for youth with disabilities. Service providers need to use a number of strategies, such as treatment, rehabilitation, and job and learning accommodations, to effectively serve youth with disabilities. *Guideposts for Success: Quality Youth Transition Services*, from the National Collaborative on Workforce and Disability for Youth, is included with the State guidance for local WIA plans.

Youth in and Aging Out of Foster Care - WIA services need to be poised to “pick up” where foster care leaves off. So youth providers will coordinate with the county-level Foster Care units of the State Department of Human Services to make the services seamless between the two agencies. These young adults will have little natural support when they leave foster care. They especially need workplace experience and mentors, support services, and mentors to guide them toward continuing education and the necessary financial aid. A disproportionate number of youth in foster care have disabilities and will respond to the strategies that work well for youth with disabilities.

Youth Offenders - Youth providers will coordinate with the agencies that are currently most active for youth offenders: Adult Education, the Office of Youth Services which runs the Hawaii Youth Correctional Facility and its parole arm and is working with DOE on a project to curb truancy, “About

Face” which provides services to young adults incarcerated at Kauai Community Correctional Center, and “Weed and Seed”. In the case of ex-offenders, mentors should be cultivated among the youth’s natural support system. As with youth in foster care, a disproportionate number of youth offenders have disabilities and will respond to the strategies that work well for youth with disabilities.

Children of Incarcerated Parents, Homeless Youth, Pregnant and Parenting Teens

- In addition to the public schools, Faith-based and Community-Based Organizations often are the only agencies that serve these at-risk populations. Youth Councils will need to assess how WIA and others can contribute value-added services to what the private non-profit organizations provide. Youth providers will coordinate with the local public schools to synchronize WIA services with all at-risk youth.

The expected two-year outcomes for this section continue to include: a) increased numbers of needy youth will be served; and b) service duplication will have been disproved or identified and eliminated.

*IX.E.2. Describe how **coordination** with Job Corps and other youth programs will occur. [Ref: WIA §112(b)(18)(C)]*

Please see response in Section III.C.4. and Section IX.E.1. regarding coordination.

Job Corps campuses are located on Oahu and Maui, and youth from all counties are served. Job Corps is represented on two LWIBs, and two youth councils. Job Corps staff provide itinerant services at One-Stop Job Centers for intake, eligibility, referral, and placement services to facilitate the co-enrollment of youth in WIA and Job Corps.

WIA participants prepare for and earn the competency-based diploma or the GED through Adult Education and thereby enter Adult Education’s remediation for, and encouragement to attend, post-secondary education.

WIA services supplement DOE’s Alternative Education for alienated students. For example, WIA programs provide in-school and after-school tutoring to in-school youth.

IX.E.3. How does the State plan to utilize the funds reserved for Statewide activities to support the State’s vision for serving youth? Examples of activities that would be appropriate investments of these funds include:

- a. utilizing the funds to promote cross agency collaboration;*
- b. demonstration of cross-cutting models of service delivery;*

- c. *development of new models of alternative education leading to employment; or*
- d. *development of demand-driven models with business and industry working collaboratively with the workforce investment system and education partners to develop strategies for bringing these youth successfully into the workforce pipeline with the right skills.*

Due to the limited amount of funds available for statewide activities, the State is unable to invest in Youth Program activities that are allowable but not required under the Act. In lieu of this, the State uses existing staff to perform desk and on-site monitoring and, where performance standards are not met, technical assistance is given to both local area youth grant recipients and youth service providers via telephone, video conferences, and face-to-face meetings.

*IX.E.4. Describe how your State will, in general, meet the Act’s provisions regarding **youth program design**. [Ref: WIA §112(b)(18) and 129(c)]*

Comprehensive guidance and counseling. For each individual youth, case managers will assess the basic and occupational skills, prior work experience, employability, interests, aptitudes, support service needs, and developmental needs. A recent assessment from another agency can be used. The contractors will then develop an individual service strategy (“ISS”) that will identify the youth's employment goal and all information and services that will make the youth "work-ready." Youth service providers will administer both pre- and post-tests to measure skill attainment.

Linking academic and occupational learning can happen in the classroom setting where reading Steinbeck's *Travels with Charley* from the visitor industry perspective brings to “life” literature, reading, comprehension, geography, and travel agent skills. The academic/occupational learning link can also happen when school skills are tested and applied at a work site through **summer employment opportunities, and year-round paid and unpaid work experience.** Work experience sites need training plans, competency goals and acquisition, work site expectations, attendance documentation, and youth agency support to the employer. The most **effective linkages with intermediaries with strong employer connections** are School-to-Work partnerships and career academies. The State is developing mechanisms to match business mentorships/internships/projects with youth.

Earning recognized credentials is a valuable outcome of each youth’s education and training experiences. Minimum goals for all youth are the acquisition of SCANS competencies and job readiness skills. All youth who have not achieved the SCANS competencies must receive **tutoring, study**

skills training, and instruction leading to secondary school completion, including dropout prevention strategies. Year-round activities to support success in the "gateway" math and science courses are necessary for youth who want to enter post-secondary education as well as entry level jobs in technology fields. Since people today face more complicated decisions about their finances, the State has added an eleventh required element, training in **financial literacy.**

Outreach to school dropouts will result in referral to **alternative secondary education** where appropriate and acceptable to the youth. Often, referral to Adult Education for preparation and testing for the competency diploma program or the GED is preferable. Ideally, the youth will continue on for remediation for Community College level work. As often as possible, Adult Education and WIA should steer youth toward post-secondary training. The One-Stop Job Center will provide information on financial aid opportunities and the educational requirements of self-sustaining jobs. One-Stop Job Centers will also provide opportunities in **unsubsidized employment.**

Supportive services will include substance abuse prevention, education and coordination with drug-free funding sources. One of the skill attainment goals will address knowledge about the consequences of using tobacco, alcohol and drugs, how it affects schooling and work.

Service providers will coordinate child care and related costs with the Department of Human Services, and teen pregnancy prevention activities with the Departments of Health and of Education. Counties with limited transportation will try to increase bus services to job sites.

Every youth will receive creative **follow-up services** for at least one year. This strategy, required by WIA, is premised on the finding that the most effective youth programs provide the sustained attention of an interested adult.

*IX.F. **Business Services.** (§§112(a) and (112(b)(2).) Provide a description of the state's **strategies to improve the services to employers, including a description of how the State intends to:** [Ref: WIA §112(a) and 112(b)(2)]*

*IX.F.1. **Determine the employer needs** in the local areas and on a Statewide basis?*

The WDC, LWIBs, One-Stop Job Centers, DLIR, and educational institutions will use a variety of means, including forums, surveys, questionnaires, job developer contacts, websites and discussions with employers and their organizations to identify:

- 1) workforce expectations and needs,

- 2) potential economic development,
- 3) projected employment numbers, and
- 4) needed skill sets.

The State, the One-Stop operators and partners, and educators will use this information to continually improve services and strategies to better meet employer needs. Employers will also continue to actively participate in design teams and work groups to ensure employer participation and satisfaction. Not all the needs are now known. The WDC and LWIBs will systematically examine newly identified needs and develop action plans to meet the needs.⁶³

*IX.F.2. **Integrate business services, including Wagner-Peyser Act services, to employers through the One-Stop system?***

Business services through the One-Stop system will be integrated by coordinating the efforts of staff from Wagner-Peyser, WIA and other One-Stop programs that engage in employer relations and job development activities. In addition to providing information about the One-Stop Job Center, staff will proactively inform employers about LMI and other business services available at One-Stop Job Centers in Hawaii. All LWIBs market their One-Stops' business services on their websites, in brochures, at Career Fairs, and business events, such as a Chamber after-hours gathering.

Please see response in Section IX.A.5.

*IX.F.3. **Streamline administration of Federal tax credit programs** within the One-Stop system to maximize employer participation? [Ref: 20 CFR 652.3(b) and WIA §112(b)(17)(A)(i)]*

WDD administers the WOTC and the Welfare-to-Work (“WtW”) Tax Credit programs, which provide incentives for employers to hire individuals from eligible targeted groups, including TANF clients, and welfare and food stamp recipients. Other WOTC targeted groups include certain vocational rehabilitation clients, veterans receiving food stamps, disadvantaged ex-felons, Supplemental Security Income (“SSI”) recipients, and youth residing in Enterprise Communities or Empowerment Zones, those areas designated for federally-funded economic and social renewal. One-Stop partners will continue to assist with the distribution of WOTC/WtW information and

⁶³ See Summary Table of Strategies; Strategies CC-3, EP-14.

certification request forms. WDD will continue to work closely with One-Stop partners to facilitate employer participation.

WDD staff have trained job developers from several partner agencies in the requirements for the programs. Several Memoranda of Agreement with verification agencies have streamlined verification of eligibility so that only minimal documentation is required. WDD and One-Stop partner staff encourage employer participation in these programs by disseminating information through handouts and through employer contacts as appropriate.

IX.G. Innovative Service Delivery Strategies [Ref: WIA §112(b)(17)(A)]

*IX.G.1. Describe **innovative service delivery strategies** the State has or is planning to undertake to maximize resources, increase service levels, improve service quality, achieve better integration or meet other key State goals. Include in the description the initiative's general design, anticipated outcomes, partners involved and funds leveraged (e.g., Title I formula, Statewide reserve, employer contributions, education funds, non-WIA State funds).*

Throughout this plan are strategies for increasing non-WIA State support for innovative education initiatives, the amount and variety of business services, greater emphasis on counseling participants into further training to prepare them for higher paying jobs, more formal coordination of youth programs, closer State monitoring of service delivery of and data entry for youth services, use of work readiness certificates, additional questions for the local plans to get LWIBs to think about new directions, continuous improvement of LMI services for increased career information and sophisticated analysis and planning, and more efficient use of resources.

Please see response in Section V.

IX.G.2. If your state is participating in the ETA Personal Re-employment Account (PRA) demonstration, describe your vision for integrating PRAs as a service delivery alternative as part of the State's overall strategy for workforce investment.

Hawaii's Personal Re-Employment Account ("PRA") demonstration provides experience and a model that will be valuable in crafting similar accounts in the future, such as Career Advancement Accounts or Lifelong Learning Accounts.

*IX.H. Strategies for **Faith-based and Community Organizations**
[Ref: WIA §112(b)(17)(i)]*

Reaching those most in need is a fundamental element of the demand-driven system goal to increase the pipeline of needed workers while meeting the training and employment needs of those most at risk. Faith-based and community organizations provide unique opportunities for the workforce investment system to access this pool of workers and meet the needs of business and industry. Describe those activities to be undertaken to: (1) increase the opportunities for participation of faith-based and community organizations as committed and active partners in the One-Stop delivery system; and (2) expand the access of faith-based and community-based organizations' clients and customers to the services offered by the One-Stops in the State. Outline those action steps designed to strengthen State collaboration efforts with local workforce investment areas in conducting outreach campaigns to educate faith-based and community organizations about the attributes and objectives of the demand-driven workforce investment system. Indicate how these resources can be strategically and effectively leveraged in the State's workforce investment areas to help meet the objectives of the Workforce Investment Act.

The State has designated the State Department of Labor & Industrial Relations' Office of Community Services ("OCS") for communicating with and advocating for faith-based and community-based organizations. The State also asks local areas to describe in their local plans how they include faith-based and community-based organizations in their workforce investment systems.

X. State Administration

- X.A. *What technology infrastructure and/or management information systems does the State have in place to support the State and local workforce investment activities such as a One-Stop operating system designed to facilitate case management and service delivery across programs, a State job matching system, web-based self service tools for customers, fiscal management systems, etc.? [Ref: WIA §111(d)(2), 112(b)(1), and 112(b)(8)(B)]*

Hawaii's One-Stop Job Centers and WIA Youth Programs use HireNet Hawaii for common intake, case management, statewide labor exchange, and reporting for different programs. HireNet Hawaii includes web-based self-service features that facilitate job searches, career exploration, job matching, job postings, and skills assessment for employers and job applicants. Case managers also have access to these tools, and they have the added capability of viewing services provided to an individual within their local area. This reduces duplication and allows for more effective coordination of services among providers.

Self-service resource rooms available in each One-Stop local office 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.

- X.B. *Describe the State's plan for use of the funds reserved for Statewide activities under WIA §128(a)(1).*

The State will use funds under WIA §128(a)(1) to support the statewide activities required under Sections §129(b)(2) and 134(a)(2)(B), with these exceptions: In March 2007, Hawaii submitted requests to a) waive the requirement to provide incentive grants to local areas for regional cooperation among local boards and local coordination of WIA activities; and b) waive the requirement to provide incentive grants to local areas for exemplary performance by local areas on performance measures. Because statewide funds are decreasing, there will be no emphasis on the allowable statewide activities.

- X.C. *Describe how any waivers or workflex authority (both existing and planned) will assist the State in developing its workforce investment system. (§§189(i)(1), 189(i)(4)(A), and 192.)*

The waiver requests listed at Section V.J. will save money and time, will strengthen HireNet Hawaii, and will result in more training providers willing to be Eligible Training Providers.

*X.D. **Performance Management and Accountability.** Improved performance and accountability for customer-focused results are central features of WIA. To improve, states need not only systems in place to collect data and track performance, but also systems to analyze the information and modify strategies to improve performance. (See Training and Employment Guidance Letter (TEGL) 15-03, Common Measures Policy, December 10, 2003. WDC note: TEGL 15-03 is superceded by TEGL 28-04, April 15, 2005.) In this section, describe how the State measures the success of its strategies in achieving its goals, and how the State uses this data to continuously improve the system.*

*X.D.1. Describe the State's performance accountability system, including any state-system measures and the state's performance **goals** established with local areas. Identify the performance indicators and goals the State has established to track its progress toward meeting its strategic goals and implementing its vision for the workforce investment system. For each of the core indicators, explain how the State worked with local boards to determine the level of the performance goals. Include a discussion of how the levels compare with the State's previous outcomes as well as with the State-adjusted levels of performance established for other States (if available), taking into account differences in economic conditions, the characteristics of participants when they entered the program and the services to be provided. Include a description of how the levels will help the State achieve continuous improvement over the two years of the Plan.
[Ref: WIA §112(b)(3) and 136(b)(3)]*

Performance Accountability System

Service providers and One-Stop Job Centers are accountable for providing customer data, each LWIB is accountable for timely and accurate data, the DLIR-Workforce Development Division is accountable for monitoring local areas, data validation and timely and accurate posting of quarterly and annual data, and WDC is accountable for performance oversight and the annual performance report.

The State intends to conduct stronger State oversight to facilitate improved outcomes. In its Planning Guidance to LWIBs (for use in the preparation of 2008 local WIA Plans), the State is requesting information on how the LWIBs plan to continuously monitor the performance of their systems, and provide timely feedback throughout their operations. The State will comment on the adequacy of these procedures and provide additional guidance until a mutually acceptable process is in place. The State then plans to regularly monitor the ongoing implementation of this aspect of the LWIBs' plans. The State's model for this process is illustrated in Appendix E.

Performance Indicators

For the two-year term of this plan, the performance accountability system will track the seventeen required performance indicators listed in TEGL 19-06, dated March 30, 2007, and the appropriate Wagner-Peyser Act's measures.

Proposed PY 2007 and PY 2008 performance measures were derived in the following steps:

- Step 1: WDC derived a range of possible statewide PY 2007 measures using the first three "tools" described in Section 5.a. of TEGL 27-04:
- Past performance
 - Government Performance and Results Act ("GPRA") goals
 - National comparisons
 - Average Six Months Earnings for WIA Adult and WIA Dislocated Worker Programs
 - Estimates of Six Months Average Earnings by State Using BLS-Quarterly Census of Employment and Wages ("OCEW") Program Data
 - Estimates of the effects of economic and demographic variables and other factors – the Unemployment Rate variable only, as the others seem to have little effect nationally

A "strawman" for Statewide goals and ensuing County breakdowns was prepared for discussion with the LWIBs. Statewide qualitative considerations included the following economic and demographic variables:

a) Unemployment Rate

Hawaii has the lowest Unemployment Rate in the Country. (See 2.4% in Table 2 of TEGL 19-06, although Hawaii's rate had increased to 2.7% by March 2007.) As such, there is a high probability that a higher proportion of job seekers at the One-Stop Job Centers will be unskilled and harder to place than under different circumstances. Using Table 1 of TEGL 19-06, Hawaii's .3% increase in the unemployment rate would translate to decreases in the performance measures.

Hawaii is already punished by the heavy reliance on the unemployment rate in calculating the formula funds for the states, providing ever lower WIA resources.

In addition to the unemployment rate, an important consideration is the fact that a substantial number of Hawaii businesses limit the number of hours that their employees work in order to avoid reaching the level that requires benefit coverage. These are usually lower skilled/lower wage positions, such as the support services in hotels and restaurants. (See page 5(?) of Appendix D for an illustration of Hawaii's current dependence on its low skill/low wage visitor industry.) The result is a large number of residents with two or more part-time jobs, and no benefits. Thus, in addition to having the lowest unemployment rate, Hawaii has one of the highest rates of residents with multiple jobs, and approximately 8 out of 10 Hawaii jobs do not pay a living wage⁶⁴. One ramification of this situation is that positions that fall into this category will result in a lower earnings change than would otherwise be expected.

b) Percent Age 55 or Older

Hawaii has a proportionately larger elder population than most states, which likely translates into an older workforce (and job seekers) than many states. This is illustrated by the chart on page 13(?) of Appendix D, which shows that an inordinately large proportion of Hawaii's entire workforce is of or near retirement age. This creates another employability issue in that current job seekers are unlikely to be able to replace the experienced skill levels needed by businesses.

c) Percent not High School Graduate

Hawaii is close to the top states in terms of the rate of high school graduation. However, in terms of actual student performance in skills critical to success in post-secondary education and in job performance, Hawaii's high school graduates are generally considered "behind". This situation is manifested by the fact that a majority of individuals entering community colleges require academic

⁶⁴ Source: The Self-Sufficiency Standard for Hawaii, April 2003; Hawaii NGA Pathways Project.

remediation to be successful, and Hawaii does not compare well with other states on educational outcomes, as shown by the chart on page 33(?) of Appendix F. Another indication of the poor performance of Hawaii's high school graduates is reflected in its post-secondary participation and completion rates. Hawaii compares⁶⁵ with top U.S. states as follows:

<u>Top States</u>	<u>Hawaii</u>	
53%	32%	Chance for college by age 19
41%	36%	18-24 year olds enrolling in college
62%	51%	1 st year community college students returning their second year
64%	46%	Students completing a bachelor's degree within 6 years

d) Percent low income

With respect to the percentage change in low income workers, Hawaii and Mainland thresholds differ. For instance, the official Hawaii poverty threshold is approximately 15 percent higher than those in effect on the Mainland. Therefore, Hawaii's low income counts are generally understated. A qualitative indication of how Hawaii's incomes are changing is its declining per capita personal income as a percent of the U.S. average, which has been declining since 1970, as shown on page 2 of Appendix D.

e) Percent with Disabilities

Approximately 19% of Hawaii's population has disabilities.

Other qualitative considerations related to the Statewide vision, including the following:

⁶⁵ Measuring Up 2006, The State Report Card on Higher Education

- f) As stated earlier, the Governor’s vision calls for closing the Worker Supply Gap by targeting under represented groups such as people with disabilities, Temporary Assistance for Needy Families (“TANF”) clients, immigrants, out-of-school youth, senior citizens, and people with substance abuse and ex-offender backgrounds. Generally, these groups will tend to require additional One-Stop resources.
- g) Hawaii’s State Plan calls for case managers to encourage their clients to enter post-secondary education rather than employment. This strategy to increase the needed skills for the workplace will lower the “Entered Employment Rate” and “Average Earnings”.

Step 2: The range derived in Step 1 was discussed with each of the LWIBs, and agreement was reached on the proposed level.

Step 3: Information and comments provided by the LWIBs were incorporated into the State Proposal, PY 08 goals were derived, and the State’s proposal to USDOL was finalized.

Goals

Hawaii’s PY 2007 and PY 2008 goals for the performance measures are shown in Section X.D.8.

X.D.2. Describe any targeted applicant groups under WIA Title I, the Wagner-Peyser Act or Title 38 Chapters 41 and 42 (Veterans Employment and Training Programs) that the State tracks.

[Ref: WIA §111(d)(2), 112(b)(3), and 136(b)(2)(C)]

As required by federally funded programs, the State and local areas track performance of the following targeted groups:

- Adult Special Populations- welfare benefits recipients, veterans, individual with disabilities, veterans, and older individuals,
- Older Youth (19-21 year old) Special Populations- welfare benefit recipients, veterans, individual with disabilities, out of school youth, and

- Younger Youth (14-18 year old) Special Populations- welfare benefit recipients, individuals with disabilities, and out of school youth.

*X.D.3. Identify any performance outcomes or **measures in addition** to those prescribed by WIA and what process is the State using to track and report them?*

The State does not have measures additional to those prescribed by WIA.

*X.D.4. Describe the State's **common data system and reporting processes in place to track progress**. Describe what data will be collected from the various One-Stop partners (beyond that required by DOL), use of quarterly wage records (including how your State accesses wage records), and how the Statewide system will have access to the information needed to continuously improve.*

[Ref: WIA §112(b)(8)(B)]

As described in X.D.1, the State and local areas are jointly responsible for ensuring that there is an effective common data system and reporting process. HireNet Hawaii described in Section X.A. provides a common database, case management, labor exchange, and participant reporting system for WIA, Wagner-Peyser, and Veteran Programs. The participant data and reporting for Trade Adjustment Act is also incorporated into HireNet Hawaii.

With respect to the data collection process, there are three major sources of data that are utilized in performance reviews:

- 1) case management data, which is collected from case workers and clients directly,
- 2) quarterly wage records, which are collected by the Department of Labor and Industrial Relations' ("DLIR's") Unemployment Insurance unit and extracted by DLIR's Workforce Development Division ("WDD") staff via an agreement between the two DLIR units, and
- 3) customer satisfaction survey data, which is collected from participating employers and former participants by WDD staff.

Local area staff enter participant data into HireNet Hawaii on an ongoing basis. On a quarterly basis, local area and state level performance for WIA and Wagner-Peyser programs are calculated, and the reports are validated through the ETA software. The State disseminates the information to the local areas for their review and corrective action. Local areas also can access a variety of reports on HireNet Hawaii to review, manage, and improve performance. A series of

webinar training conducted by Geographic Solutions educated supervisors and managers about the reports available and how they can be used for performance management.

X.D.5. Describe any actions the Governor and State Board will take to ensure collaboration with key partners and continuous improvement of the Statewide workforce investment system. [Ref: WIA §111(d)(2) and 112(b)(1)]

The State ensures collaboration with key partners and continuous improvement of the workforce investment system through:

- 1) strategies described in Section V, and
- 2) technical assistance described in X.D.6

In the past, Hawaii has also used incentive awards to encourage continuous improvement. However, the State has requested a waiver from the incentive provisions. While awaiting approval of the request, the following policy is in effect:

In accordance with Section 134(a)(2)(B)(iii), a portion of the State level 15% funds will be set aside for incentive awards to local areas for “Performance Measures Excellence” and “Local Coordination and Design of its Workforce Service Delivery System”.

Performance Measures Excellence

Fifty percent (50%) of the funds set aside for incentive awards will be awarded to local areas for performance excellence. Local Workforce Investment Areas exceeding their negotiated performance measure levels will be eligible for an incentive award. Available incentive funds will be apportioned to the eligible local areas based on the extent to which each local area exceeded or failed to meet its performance measures.

Local Coordination and Design of its Workforce Service Delivery System

Fifty percent (50%) of the funds set aside for incentive awards will be awarded to local areas that improve the local coordination and design of their workforce service delivery systems according to the goals and criteria adopted each year by the WDC. For 2007-2009, the goals are:

- 1) Improved link between business services and job placement.

The premise is that improved business services by the One-Stop Job Centers lead to a better fit between job applicants and the employer. The initial predictors will be increased and improved business

services. The success will be measured by greater job retention, greater employer satisfaction.

2) Improved collaborative delivery of youth services.

The premise is that coordinated delivery of youth services will result in service by the most qualified practitioners, less duplication, filling of service gaps, more efficient delivery, and better outcomes for youth. The initial predictor will be selected youth service providers subcontracting and/or leveraging other providers to deliver one or more elements. The success will be measured by youth measures, increased number of youth participants.

*X.D.6. How do the State and local boards **evaluate performance**? What corrective actions (including sanctions and technical assistance) will the State take if performance falls short of expectations? How will the State and Local Boards use the review process to reinforce the strategic direction of the system?*

[Ref: WIA §111(d)(2), 112(b)(1), and 112(b)(3)]

The LWIBs are responsible for reviewing the overall performance of their respective local areas based on the information sent to them by the State, and lately, from reports they themselves can extract from HireNet Hawaii. Then they are responsible for taking corrective action as necessary.

The LWIBs are also responsible for reviewing, on a regular basis, the performance of the One-Stop operators, service providers, and training providers for their areas. The review and analyses are based upon each entity's compliance with WIA and contractual requirements, planned versus actual provision of services, and performance outcomes in relation to negotiated performance levels.

The State and LWIBS evaluate performance by monitoring WIA performance measures and the timeliness of appropriate expenditure of funds, by quarters⁶⁶. At the end of each quarter, WDD staff check each local area's actual performance against planned levels. If the quarterly reviews indicate that a local area is having difficulty attaining its goals, staff may send a monitoring letter to the local area, conduct an on-site review, or both. Local areas are required to submit corrective action plans in response to cited deficiencies. If warranted, the State may also provide technical assistance or arrange for training to assist the local areas in improving its performance.

The State intends to use a proactive, or preventative, approach by providing technical assistance before performance fails to meet expectations. The technical assistance is

⁶⁶ These should be consistent with local area budget plans.

provided by State staff or USDOL staff or consultants. Each technical assistance effort will have defined “process” and “outcome” results. If after such measures are taken and the performance continues to fall short, and no contributory external labor market analyses or demographic reasons can explain the outcomes, a review process of service operations and an assessment of performance expectations will be requested of the LWIB. The local boards undergoing a review process will be expected to notify the State of corrective actions, improvements, and possible impact on the statewide performance results. Any sanctions would be patterned after those imposed upon the State by USDOL as a result of poor performance, and would likely incorporate guidance from TEGL 19-02.

*X.D.7. What steps, if any, has the State taken to prepare for implementation of new reporting requirements against the **common performance measures** as described in Training and Employment Guidance Letter (TEGL), 15-03, December 10, 2003, Common Measures Policy? NOTE: ETA will issue additional guidance on reporting requirements for common measures. (TEGL 28-04, April 15, 2005)*

HireNet Hawaii includes the enhancements necessary for the collection and reporting of data for common performance measures. Soon after the federal guidelines for common performance measures were finalized and training was provided to states, the State provided common measures training to local area staff.

*X.D.8. Include a **proposed level for each performance measure** for each of the two program years covered by the Plan. While the plan is under review, the state will negotiate with the respective ETA Regional Administrator to set the appropriate levels for the next two years. At a minimum, states must identify the performance indicators required under section 136, and, for each indicator, the State must develop an objective and quantifiable performance goal for two program years. States are encouraged to address how the performance goals for local workforce investment areas and training providers will help them attain its statewide performance goals. [Ref: WIA §112(b)(3) and 136]*

The State performance goals are shown below. These goals will encourage the LWIBs to maintain their focus on the priorities established by the State, in conformance with national guidance. For PY 2007, this means an emphasis on improving its Youth outcomes, and providing services “evenly” throughout the year, as reflected by more timely expenditures.

The State is limiting the proposed changes in the levels, because Hawaii is significantly disadvantaged by the allocation formula being based on Hawaii’s low unemployment rate. As discussed earlier in section X.D.1., there are a number of conditions that will adversely affect Hawaii’s workforce and are

inevitably reflected in LWIB outcomes.

- Generally, job seekers who are not currently employed are more likely to be difficult to place. (Or else they would be employed in the currently tight labor market, or able to find employment on their own.) These job seekers are likely to lower the entered employment rate.
- The State is attempting to reach out to groups currently underrepresented in the workforce, such as the individuals with disabilities, Temporary Assistance for Needy Families (“TANF”) clients, immigrants, out-of-school youth, older workers and retirees, and people with substance abuse and ex-offender backgrounds. Placement and assistance to these individuals will also likely require more resources than unchallenged job seekers.
- Many of Hawaii’s current workers are not adequately prepared for the promotions that are available and need remedial help to be able to advance in their careers and make room for entry level job seekers. (See discussion in Section II regarding the State’s workforce priorities.) However, in accordance with the law, priority for the reduced available funding must be given to low-income customers.
- The State does not want to set goals that will compel the local areas to select the services it provides to customers in a manner that benefit its performance outcomes, rather than using its judgment to provide the individuals with the support that is needed.

Hawaii's Negotiated Performance Levels, 2007-2009

		PY 2007	PY 2008
ADULT	Entered Employment Rate	75%	76%
	Employment Retention Rate	82%	83%
	Average Earnings	\$4,000	\$4,100
	Employment and Credential Rate	58%	59%
DISLOCATED WORKER	Entered Employment Rate	80%	81%
	Employment Retention Rate	84%	85%
	Average Earnings	-\$1,995	-\$2,015
	Employment and Credential Rate	61%	62%
OLDER YOUTH	Entered Employment Rate	76%	77%
	Employment Retention Rate	79%	80%
	Average Earnings	\$3,000	\$3,100
	Credential Rate	34%	36%
YOUNGER YOUTH	Skill Attainment Rate	68%	70%
	Diploma Attainment Rate	52%	54%
	Retention Rate	48%	49%
CUSTOMER SATISFACTION	Employer	82%	82%
	Customer	70%	71%

X.E. Administrative Provisions

*X.E.1. Provide a description of the **appeals process referred to in §116(a)(5)(m)**.
[Ref: WIA §116(a)(5)]*

Please see response in Section VIII.A.3.

*X.E.2. Describe the steps taken by the State to ensure compliance with the **non-discrimination requirements** outlined in WIA §188.*

In August 2000, the U.S. Department of Labor issued its "State Guidance for Developing Methods of Administration" (MOA) required by regulations implementing Section 188 of the Workforce Investment Act (WIA) of 1998." DLIR was initially given certification of its MOA in late-2001. DLIR's MOA was recertified as of June 9, 2006.

The purpose of the MOA is to ensure that Hawaii has established policies, procedures, and systems in place for

- the administration, management, and operation of those WIA Title I-financially assisted programs, and
- a reasonable guarantee of compliance with Federal nondiscrimination and equal opportunity laws and requirements.

The WDC adopted the following policy for inclusion in its 2000 WIA State Plan, and hereby continues its use.

- All services will be provided in a manner consistent with the non-discrimination and equal opportunity provisions of the following:
 - 1) Workforce Investment Act,
 - 2) Titles VI and VII of the Civil Rights Act of 1964, as amended,
 - 3) Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA),
 - 4) Age Discrimination Act,
 - 5) Title IX of the Education Act,
 - 6) Nontraditional Employment for Women Act, and
 - 7) Applicable State of Hawaii laws.
- One-Stop Job Centers will have accessible services and resources. There will be effective signage and a safe environment. Clients with limited English will have interpreters. All One-Stop Job Centers will be equipped to accommodate persons with disabilities.

XI. Assurances⁶⁷

1. The State assures that it will establish, in accordance with section 184 of the Workforce Investment Act, 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 the allotments made under sections 127 and 132. [Ref: WIA §112(b)(11)]
2. The State assures that it will comply with section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that –
 - a. The State has implemented the uniform administrative requirements referred to in section 184(a)(3);
 - b. The State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under section 184(a)(4); and
 - c. The State has taken appropriate action to secure compliance with section 184(a)(3) pursuant to section 184(a)(5). [Ref: WIA §184(a)(6)]
3. The State assures that the adult and youth funds received under the Workforce Investment Act will be distributed equitably throughout the State, and that no local areas will suffer significant shifts in funding from year to year during the period covered by this Plan. [Ref: WIA §112(b)(12)(B)]
4. The State assures that veterans will be afforded employment and training activities authorized in section 134 of the Workforce Investment Act, and the activities authorized in chapters 41 and 42 of title 38 U.S. code. The State assures that it will comply with the veterans priority established in the Jobs for Veterans Act. [Ref: 38 U.S.C. 4215]
5. The State assures that the Governor shall, once every two years, certify one local board for each local area in the State. [Ref: WIA §117(c)(2)]
6. The State assures that it will comply with the confidentiality requirements of section 136(f)(3).
7. The State assures that no funds received under the Workforce Investment Act will be used to assist, promote, or deter union organizing. [Ref: WIA §181(b)(7)]

⁶⁷ The Assurances change each time that USDOL issues a new set.

8. The State assures that it will comply with the nondiscrimination provisions of section 188, including an assurance that a Methods of Administration has been developed and implemented. [Ref: WIA §188]
9. The State assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of section 188. [Ref: WIA §185]
10. The State assures that it will comply with the grant procedures prescribed by the Secretary (pursuant to the authority at section 18(c) of the Act) which are necessary to enter into grant agreements for the allocation and payment of funds under the Act. The procedures and agreements will be provided to the State by the ETA Office of Grants and Contract Management and will specify the required terms and conditions and assurances and certifications, including, but not limited to, the following:
 - General Administrative Requirements:
 - 29 CFR part 97 – Uniform Administrative Requirements for State and Local Governments (as amended by the Act).
 - 29 CFR part 96 (as amended by OMB Circular A-133) – Single Audit Act.
 - OMB Circular A-87 – Cost Principles (as amended by the Act).
 - Assurances and Certifications:
 - SF 424 B – Assurances for Non-construction Programs.
 - 29 CFR part 37 – Nondiscrimination and Equal Opportunity Assurance (and regulation) 29 CFR 37.20.
 - CFR part 93 – Certification Regarding Lobbying (and regulation).
 - 29 CFR part 98 – Drug Free Workplace and Debarment and Suspension Certifications (and regulation).
 - Special Clauses/Provisions:

Other special assurances or provisions as may be required under Federal law or policy, including specific appropriations legislation, the Workforce Investment Act, or subsequent Executive or Congressional mandates.
11. The State certifies that the Wagner-Peyser Act Plan, which is part of this document, has been certified by the State Employment Security Administrator.

12. The State certifies that veterans' services provided with Wagner-Peyser Act funds will be in compliance with 38 U.S.C. chapter 41 and 20 CFR part 1001.
13. The State certifies that Wagner-Peyser Act-funded labor exchange activities will be provided by merit-based public employees in accordance with DOL regulations.
14. The State assures that it will comply with the MSFW significant office requirements in accordance with 20 CFR part 653.
15. The State certifies it has developed this Plan in consultation with local elected officials, local workforce boards, the business community, labor organizations and other partners.
16. As a condition to the award of financial assistance from the Department of Labor under title I of WIA, the grant applicant assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:
 - Section 188 of the Workforce Investment Act of 1998 ("WIA"), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA title I-financially assisted program or activity;
 - Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color and national origin;
 - Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
 - The Age Discrimination Act of 1974, as amended, which prohibits discrimination on the basis of age; and
 - Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The grant applicant also assures that it will comply with 29 CFR part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIA title I-financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

17. The State assures that funds will be spent in accordance with the Workforce Investment Act and the Wagner-Peyser Act and their regulations, written

Department of Labor Guidance implementing these laws, and all other applicable Federal and State laws and regulations.

18. The State assures that, in compliance with Public Law 109-234, none of the funds appropriated in Public Law 109-124 or prior Acts under the heading "Employment and Training" that are available for expenditure on or after June 15, 2006, shall be used by a recipient or subrecipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II, except as provided for under section 101 of Public Law 109-149. This limitation shall not apply to vendors providing goods and services as defined in OMB Circular 1-133. Where states are recipients of such funds, states may establish a lower limit for salaries and bonuses of those receiving salaries and bonuses from subrecipients of such funds, taking into account factors including the relative cost-of-living in the state, the compensation levels for comparable state or local government employees, and the size of the organization that administers federal programs involved including Employment and Training Administration programs.

Hawaii Governor Linda Lingle's
2007 State of the State Address
January 22, 2007

http://www.hawaii.gov/gov/leg/2007-session/STATE_OF_THE_STATE_ADDRESS_2007.pdf

Hawaii Governor Linda Lingle's
Hawaii Innovation Initiative
2007

<http://www.hawaii.gov/dbedt/innovation/>

State of Hawaii
Workforce Development Council
Yearly Reports to the Governor

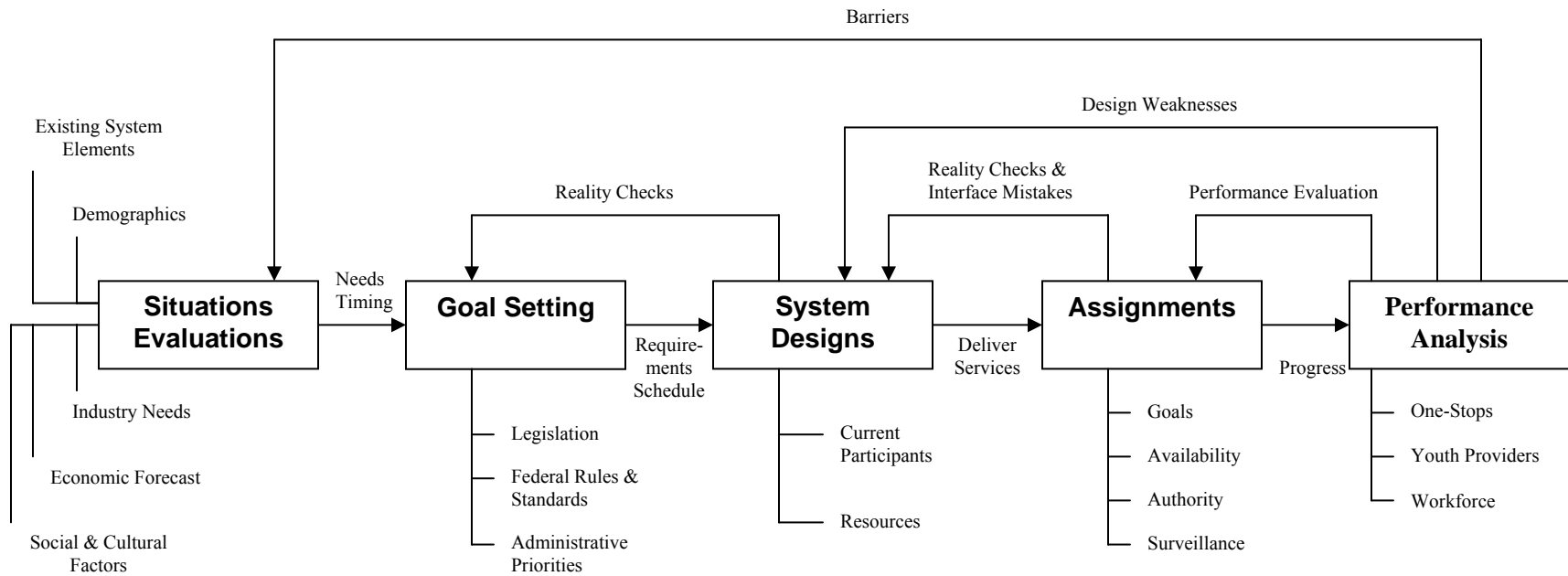
<http://www.hawaii.gov/labor/wdc/>

Hawaii's Critical Workforce Issues
Hawaii NGA Project Overview

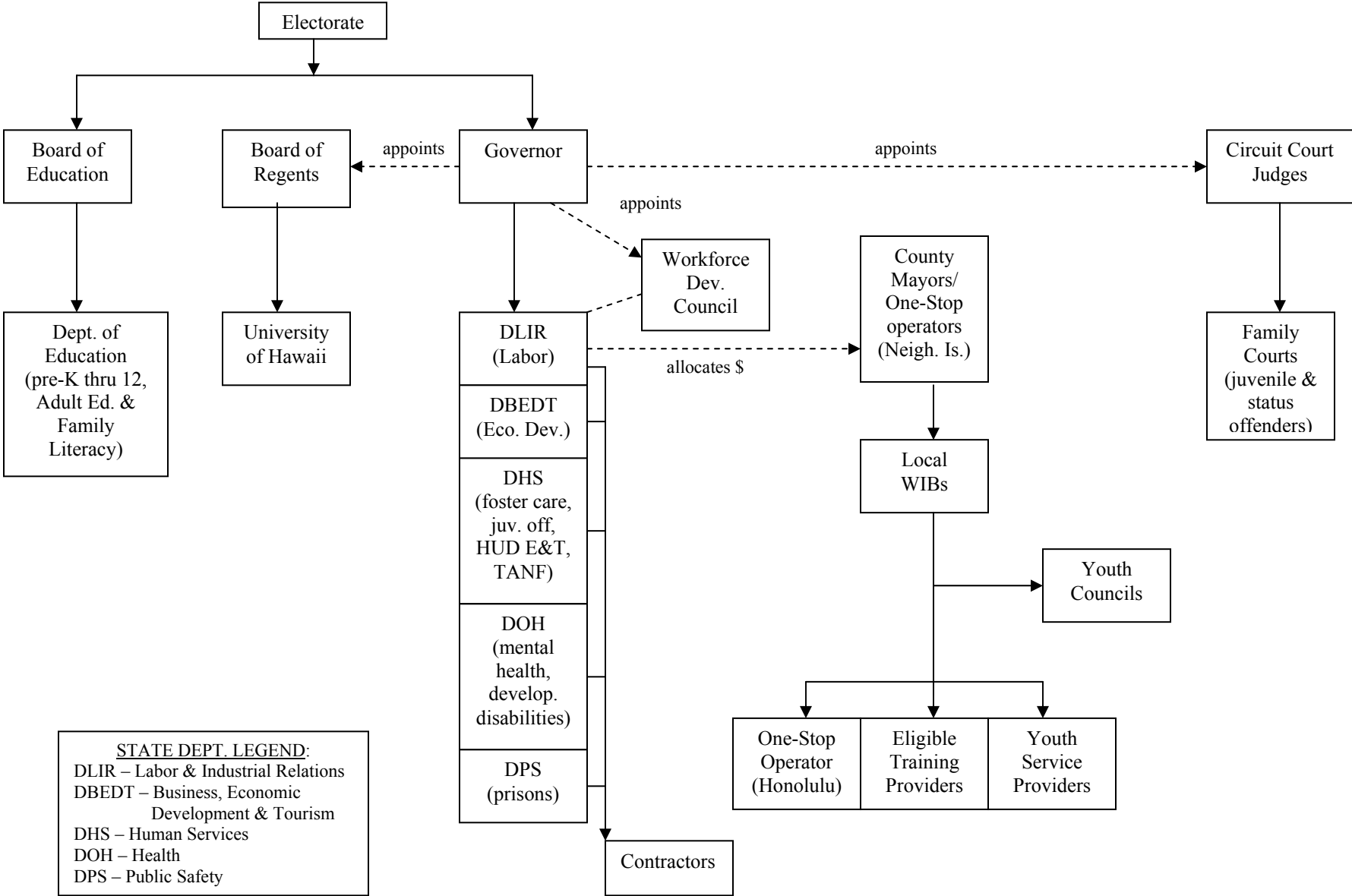
January 2007

<http://www.hawaii.gov/labor/wdc/>

HAWAII WORKFORCE DEVELOPMENT DETAILED SYSTEM FLOW



HAWAII'S GOVERNOR: PUBLIC WORKFORCE INVESTMENT SYSTEM



State of Hawaii
2004-2014
Employment Outlook for Industries and Occupations
January 2005

http://www.hiwi.org/admin/uploadedPublications/1672_LT_Proj_2004-14_State.pdf

Summary Table of Strategies: Priority 1 - Job Quality Gap

<u>Strategy Number</u>	<u>Strategy to Address Priority</u>	<u>Responsible Agency</u>	<u>Target Date</u>	
			<u>Start</u>	<u>Complete</u>
JQ-1	Monitor DBEDT and County Economic Development Boards' Activities, Provide Support as Appropriate, and Use Information in Supply/Demand Matrix	WDC	_____	_____

Summary Table of Strategies: Priority 2 - Worker Supply Gap

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
	Develop Underrepresented Supply			
WS-1	Ex-patriates			
WS-2	People with Disabilities			
WS-3	TANF Clients			
WS-4	Immigrants			
WS-5	Out-of-School Youth			
WS-6	Older Workers/Retirees			
WS-7	Substance Abusers			
WS-8	Ex-offenders			
WS-9	Explore Means of Encouraging Hiring of Underrepresented through Employer Incentives and WIA Waivers (e.g., risk mitigation through temporary hiring, appropriate WIA performance measures)			
WS-10	Develop and Implement Worker In-migration Strategies (Find Job Seekers with Knowledge, Skills, Abilities Needed by Target Industries)			
WS-11	Provide Information Regarding High Wage/High Growth Industries and Occupations to Agencies Directing Training and Career Counseling			
WS-12	Continuously Identify Institutional Barriers to Achieving Workforce Goals and Recommend Changes to Laws, Regulations, and Policies			
	Address Related Barriers to Workforce Development			
WS-13	Affordable Housing			
WS-14	Substance Abuse			
WS-15	Construction Permitting			
WS-16	Transportation			
WS-17	Market Hawaii's Job Opportunities within HAWAII and in Areas with High Concentrations of Post-Secondary Students from Hawaii (address perception that Hawaii does not have good jobs)			
WS-18	Reach Out to Discouraged Workers			
WS-19	Develop and Implement Policies to Drive the Vision			

Summary Table of Strategies: Priority 3 - Worker Preparation Gap

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
EP-1	Identify Education Pipeline Gaps and Develop Implementation Plan to Close; Particularly with Respect to Work Readiness			
EP-2	Early Childhood - Elementary School			
EP-3	Elementary School - Middle School			
EP-4	Middle School - High School			
EP-5	High School - Technical School			
EP-6	High School - College			
EP-7	Life-long Learning for Incumbent Workers			
EP-8	Coordinate Career Planning Information and Counseling High Wage/High Growth Occupations Occupations in Demand Training on Finding Jobs Consistent Training To and Advice From All Counselors			
	Enhance Career Relevant Education Curriculum			
EP-9	Public Schools			
EP-10	Private Schools			
EP-11	Train for Skills (not occupations)			
EP-12	Mentorships/Internships/Contextual Experience			
EP-13	Post-secondary institutions Directed to High Wage/High Growth Areas			
EP-14	Coordinate Incumbent Worker Training Business Involvement / Information Worker Involvement/Information			
	Work Readiness Certification			
EP-15	Identify Types			
EP-16	Find champion for types identified and monitor progress			
EP-17	Encourage Further Education BEFORE Jobs			

Note: "EP" stands for "Education Pipeline"

Summary Table of Strategies: Priority 4 - One-Stop Job Center Gap

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
OS-1	Develop Local WIB Vision and Implementation Plan Consistent with State WIA Plan (See following pages 2 and 3)	Local WIBs	Aug 2005	Jan 2006
OS-2	Identify and Inform One-Stops of Expectations Implementation of Demand-Driven Concepts Incorporating Non-traditional Resources Utilization of ETF Funds Integration with Counselors at Affiliated Agencies Outreach to Under-represented Job Seekers Outreach to Incumbent Workers Training for Skills	Local WIBs	_____	_____
OS-3	Develop System for Stronger State Oversight, including Exploration of Mechanism for Incentives and Disincentives	WDC	_____	_____

Summary Table of Strategies: Priority 4 - One-Stop Job Center Gap

OS-1 (cont.)	Develop Local WIB Vision and Implementation Plan	Local WIBs	_____	_____
	<u>Define Services and Responsibilities</u>			
	<ul style="list-style-type: none"> Identify Workforce Programs and Define Scopes of Responsibility MOU in conformance with WIA§121(c) Vision for on-the-job training Identify workforce development needs of job seekers and employers, who is responsible for meeting which need, and how those needs will be met MOU with providers and partners Procedures and criteria re priority to public assistance recipients and other low-income for intensive and training services Describe how Services will be provided and Coordinated Through One-Stops Describe how Cost of Service and Operating Costs are Funded Describe Method of Referral of Individuals between One-Stop Partners 			
	<u>Strategically Expend Available Resources</u>			
	<ul style="list-style-type: none"> Strategy for Allocation of Training Resources Prioritize Training Funds: Consider Directing Certain Percentage of Training Funds to High Demand, Economically Vital, and/or Targeted Skills Seek Out Opportunities to Combine and Simplify Programs Seek Out Opportunities to arrange for interagency agreements to Reduce Overlapping Services Seek out Opportunities for Infrastructure Savings Identify Ways Affiliates (like WDC) Can Support Local WIB Plans Review One-Stop Organizational Structure Strategy for Providing Core, Intensive, Training to Adult and Dislocated Workers Seek out opportunities for universal access and review consistency of statewide/countywide Services Strategy re reemployment services to UI claimants most likely to exhaust benefits 			

Summary Table of Strategies: Priority 4 - One-Stop Job Center Gap

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
OS-1 (cont.)	<p><u>Strategically Expend Available Resources (cont.)</u> Strategy for One-Stop delivery system that is accessible to and will meet the needs of dislocated workers, displaced homemakers, low-income individuals such as migrants and and seasonal farm workers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, people with limited English-speaking proficiency, and people with disabilities</p> <p><u>Drive the Vision</u> Establish Goals, Deadlines, Progress Monitoring Process, System of Accountability Incorporate National Demand-Driven Priorities Develop and implement strategy for enhancing workforce role of faith-based and community-based organizations Percent, if any, of WIA training funds directed to preparation for jobs that pay at least a self-sufficiency wage</p> <p><u>Service Quality</u> Plan for Addressing Past Problems, like data entry and unsatisfactory youth performance Include Plan for ongoing monitoring of accurate data collection for calculation of performance measures and provision of timely feedback Establish procedures to ensure quality of service, staff competencies, and continuous improvement Establish Minimum Operating Guidelines Explore Waivers as Means of Improving Operations</p> <p><u>Serve Youth</u> Prepare a Comprehensive Youth Plan (addressing needs of both youth-in-need and all other youths; covering areas of education, vocation, support services) Include in Youth Plan, concept of continuous improvement</p>	Local WIBs		

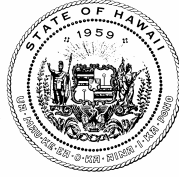
Summary Table of Strategies: Priority 5 - Youth Services Gap

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
YS-1	Inclusionary Implementation Procedures for Youth with Disabilities			
YS-2	Youth Access to Career, Employment, Labor Market Information through One-stops			
YS-3	Broad Spectrum of Employment Experiences to Help Shape Career Paths			
YS-4	Workforce-related Prevention Strategies to Lessen School Dropout Rates			
YS-5	Minimum of 40% of Youth Funds on Out-of-School Youth	LWIBs		
YS-6	Coalitions of Youth Service Providers using Collaborative Strategies to Deliver Seamless, Continual Services Throughout Individual's Developmental Years			
YS-7	Monitor Youth Service Performance Delivery of Services Data Entry	WDC		

Summary Table of Strategies: Priority 6 – Communication and Coordination Gap

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
CC-1	Comprehensive Website Job Seeker Resources Employer Resources education/training resources Job Matching Assistance Career Planning Resources Workforce Professional Resources Distance Learning Resources Hawaii Workforce-related Data Inventory of Programs, Agencies, Organizations, Resources (including Contact Information)			
CC-2	Explore use of AUW-211 System for Workforce-related Referrals			
CC-3	Two-way Communication with Business - Regularly Learn Business Needs and Workforce-related Initiatives from Business Groups			
CC-4	Strategic Selection of WDC Membership			
CC-5	Communicate/Coordinate Statewide Vision with Local WIBs (including assisting with raising awareness of importance of constant performance monitoring and progress feedback)			
CC-6	Build Understanding of Statewide Workforce Vision and Plans	WDC		
CC-7	Research Workforce Supply-Demand for State/Counties	WDC		
CC-8	Facilitate and Coordinate Inter-agency Agreements Specify Roles, Responsibilities, Outcomes and Reduce Duplicative Services Electronic Connectivity between Partners Coordinate Delivery of Youth Services between Agencies Develop and Identify Resource Support for Innovative Strategies Identify Educational Needs to Deliver Skills Needed by Business Partners Identify Educational Needs			
CC-9	Review LWIB Plans Consistency with State Vision, Statutory Requirements, and Accountability Mechanisms Such as Universal Access, Consistency of Countywide/Statewide Services, Partner and Provider Selection Criteria			

LINDA LINGLE
GOVERNOR



NELSON B. BEFITEL
DIRECTOR

STATE OF HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
830 PUNCHBOWL STREET, ROOM. 321
HONOLULU, HAWAII 96813

February 24, 2003

(SN 50)

WIA Bulletin No. 5-03

TO: WIA Partners

SUBJECT: Grievance Procedures

PURPOSE

The purpose of this bulletin is to transmit guidelines for the establishment of grievance procedures for Workforce Investment Act (WIA) Programs.

BACKGROUND

Section 667.600 of the WIA Final Rules requires the establishment and maintenance of state and local area grievance procedures for resolving complaints relating to the issues listed below.

1. Discrimination

All WIA applicants, participants, and employees have such rights as are available under all applicable Federal, State, and local laws prohibiting discrimination including:

- The Age Discrimination Act of 1975
- Section 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act of 1990
- Title VI of the Civil Rights Act of 1964

2. Violation of WIA Requirements

All WIA applicants, participants, program staff, and other interested parties affected by the Workforce Investment System including one-stop partners and

- 2 -

service providers have the right to seek redress for any violation of the statutory or regulatory provisions of WIA.

POLICY

Local grant recipients and their subrecipients must follow the grievance procedures provided in this bulletin.

For complaints alleging discrimination prohibited under Federal or State statutes, the procedures in Attachment 1 of this bulletin should be followed.

For complaints alleging violations of the statutory or regulatory provision of WIA, the procedures in Attachment 2 of this bulletin should be followed. However, individuals alleging a violation of labor standards under WIA Section 667.272 must be allowed to submit the complaint to a binding arbitration procedure if a collective bargaining agreement covering both parties to the grievance so provides.

PROCEDURES

Local WIA grant recipients must:

1. Ensure that information regarding the grievance procedures is provided to all WIA applicants, participants, staff, and other interested parties affected by the local workforce investment system including one-stop partners and service providers;
2. Require that every entity to which it awards WIA funds provide the information regarding grievance procedures to individuals applying for or receiving WIA funded services from that entity; and
3. Make reasonable efforts to ensure that the information regarding grievance procedures will be understood by the affected individuals, including youth and those who have limited English-speaking ability.

INQUIRIES

Questions regarding this bulletin should be directed to Judy Gordon at 586-9064.

/s/ Nelson B. Befitel
NELSON B. BEFITEL

Attachments

STATE OF HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

EQUAL OPPORTUNITY COMPLAINT PROCEDURES

PURPOSE: Discrimination on the basis of race, color, religion, sex/gender, national origin, age, political affiliation or belief, beneficiaries on the basis of citizenship, or disability are prohibited under federal statutes. In addition, discrimination on the basis of political affiliation or belief, arrest and court record, sexual orientation, ancestry, marital status, or breast-feeding are prohibited under state statute. These procedures provide any person who believes that they have been subjected to unlawful discrimination by the Department of Labor and Industrial Relations (DLIR) or recipients of federal or state funds from DLIR a means to seek redress.

OBJECTIVE: The objective of these procedures is to provide employees, applicants, and applicants for employment a means of redress to further the State of Hawaii and DLIR's efforts to eliminate discrimination and reaffirm its commitment to equal opportunity (EO), provide a system of feedback to correct possible problem areas in both work-related and service situations, and provide a complaint system which is readily accessible and simple to use.

ASSURANCES: Complainants and all participants in the investigation process are assured freedom from restraint, interference, coercion, or reprisal. The identity of complainants and witnesses shall be kept confidential except to the extent necessary to ensure a fair determination of the issues.

DEFINITIONS:

ADR: Alternative Dispute Resolution.

Alien: A foreign born resident who has not been naturalized and is authorized to work in the United States of America.

Applicant: An individual who is interested in being considered for financially assisted aid, benefits, services, or training by a recipient, and who has signified that interest by submitting personal information in response to a request by the recipient.

Applicant for employment: A person or persons who make(s) application for employment with DLIR or a recipient of federal or state funds received through DLIR.

Complainant: An individual who files a written complaint alleging discrimination. Where more than one individual files the complaint, the term shall refer to all of them.

CRC: The U.S. Department of Labor, Civil Rights Center.

Department: The State of Hawaii, Department of Labor and Industrial Relations (herein after referred to as DLIR).

Director: The Director of the Department of Labor and Industrial Relations, State of Hawaii.

Discrimination: Unlawful acts or practices that treat an individual less favorably than other similarly situated individuals because of their race, color, religion, sex, sexual orientation, ancestry, national origin, age, disability, political affiliation, arrest and court records, marital status, or breast-feeding.

Employee: Present or former employee of DLIR or recipient.

Equal Opportunity (EO) Complaint: An oral or written allegation of discrimination in employment practices or services provided including but not limited to recruitment, testing, interviewing, selection, transfer, promotion, demotion, training opportunities, work assignments, career counseling, leave, retention, or termination or discharge.

Equal Opportunity (EO) Officer: The Equal Opportunity Officer of the State of Hawaii Department of Labor and Industrial Relations who also serves as the U.S. Department of Labor, Civil Rights Center, Liaison with the State of Hawaii.

Executive: The person who is in ultimate charge of the recipient agency (e.g.; Mayor, Director, President, etc.)

Intending Citizens: Permanent residents, temporary residents, refugees, and asylees who intend to become citizens.

Participants: Means any individual who has been determined to be eligible to participate in, and who is receiving aid, benefits, services, or training under a program or activity funded in whole or in part under Title I of WIA, the Welfare to Work Program, the Senior Community Services Employment Program or other Federal or State funded programs administered by DLIR.

Recipient: Means any entity to which financial assistance is extended, either directly from DLIR, U.S. Department of Labor or through the Governor or another recipient (including any successor, assignee, or transferee of a recipient) but excluding the ultimate beneficiaries of the WIA Title I-funded program or activity.

SCSEP: Means the Senior Community Services Employment Program. Older Americans Act, as amended, Public Law 102-375.

WtW: Means the Welfare to Work Program, Title IV, Part A of the Social Security Act, as amended, Public Law 105-33.

WIA: Means the Workforce Investment Act of 1998, Public Law 105-220.

GENERAL PROVISIONS:

1. The complainant has the burden of establishing the validity and merits of their complaints.
2. A complainant may discontinue the complaint by submitting a "Withdrawal of EO Complaint and Release" form (See Appendix A).
3. Recipients shall have locally developed procedures approved by the DLIR Equal Opportunity Officer.

COMPLAINT PROCEDURES:

A. Who may File: Any person who believes that either they, or any specific class of individuals, has been or is being subjected to discrimination prohibited by federal or state statute, may file a written complaint, either by themselves or through a representative.

B. Where to File:

1. Employee's, applicant's for participation, participants, or applicant's for employment may file with:

U.S. Department of Labor
Director, Civil Rights Center
200 Constitution Avenue, N.W., Room N-4123
Washington, D.C. 20210

OR

Department of Labor and Industrial Relations
Equal Opportunity Officer
830 Punchbowl Street, Room 321
Honolulu, HI 96813
Phone: (808) 586-8865 (Voice)
(808) 586-8847 (TTY/TTD)
1-888-569-6859 (neighbor island TTD)

OR

Hawaii Civil Rights Commission
830 Punchbowl Street, Room 411
Honolulu, HI 96813
Phone: (808) 586-8636 (Voice/TTD)

OR

U.S. Equal Employment Opportunity Commission
300 Ala Moana Blvd., Room 7123A
Honolulu, HI 96813
Phone: (808) 541-3120

OR

City and County of Honolulu
Department of Human Resources
Equal Opportunity Officer
550 South King Street
Honolulu, HI 96813
Phone: (808) 527-6847

2. Current State employees may also file a complaint or grievance with their respective unions:

Hawaii Government Employees Association (HGEA)
888 Mililani Street
Honolulu, HI 96813
Phone: (808) 536-2351

3. Aliens/Intending citizens may file a complaint with:

U.S. Department of Justice
Office of Special Council
P. O. Box 27728
Washington, D.C. 20038-2217

OR

Department of Labor and Industrial Relations
Equal Opportunity Officer
830 Punchbowl Street, Room 321
Honolulu, HI 96813
Phone: (808) 586-8865 (Voice)
(808) 586-8847 (TTY/TTD)
1-888-569-6859 (neighbor island TTD)

C. Time for Filing: A complaint must be filed within 180 days of the alleged discrimination. For complaints filed under WIA, The Director, Civil Rights Center, for good cause shown, may extend this filing time.

D. Contents of Complaints: Each complain shall be filed in writing and shall:

1. Be signed by the complainant or their authorized representative;
2. Contain the complainant's name and address (or specify another means of contacting them);

3. Identify the alleged discriminating official (ADO); and
4. Describe the complainant's allegations in sufficient detail to allow for determination whether:
 - a. The appropriate agency has jurisdiction over the complaint;
 - b. The complaint was timely filed; and
 - c. The complaint has apparent merit; i.e., whether the allegations, if true, violate any of the nondiscrimination and equal opportunity provisions of current statutes.

E. Right to Representation: Complainant's have the right to be represented by an attorney or other individuals of their own choice.

F. Complaint processing (DLIR/RECIPIENT ONLY):

1. The EO Officer shall hold a meeting with the complainant within seven working days of receipt of the complaint to hear the complaint and attempt to resolve the problem. The complainant shall be provided procedures for alternative dispute resolution (ADR) and offered the option of proceeding with ADR or customary process.

2. The complainant shall be advised of the options available for redress and given a Notice to Individuals Filing Discrimination Complaints (see Appendix B).

3. The EO officer will assist the complainant in completing the DLIR Form EO-1 (see Appendix C), if requested. Receipt of the complaint will be acknowledged in writing within five working days and shall contain a detailed description of the issues, whether the issues have been accepted, and the reason for any rejection of any issues by the Director/Executive.

4. The EO officer shall investigate the complaint, collecting all pertinent data, interviewing parties involved, and documenting the investigation.

5. Where the case appears to place the burden of proof on the Department/recipient, the EO Officer will attempt an informal resolution of the situation with management, as appropriate.

Page 5

6. The EO Officer shall prepare a report to the Director/Executive describing the case, results of the investigation, and conclusion; and recommend a course of action or response to the complaint.

7. The Director/Executive shall inform the complainant of the decision in writing within ninety (90) days after receipt of the formal complaint, such time limit may be extended for good cause as determined the Director, Civil Rights Center. The Director/Executive's decision shall include, as applicable, the action or remedy to be taken in response to a valid complaint, the reasons for the dismissal of the complaint, or other options for redress which can be pursued by the complainant. If the complainant is dissatisfied with the final decision, they may still file with

Page 5

the Civil Right Center (for WIA matters), Hawaii Civil Rights Commission, the U.S. Department of Justice (for Aliens/Intended Citizens), or the U.S. Equal Employment Opportunity Commission within the time frames set by those agencies or they may file a civil suit in state or federal court.

8. Complainants who file with DLIR/recipient, must wait until a decision is issued or until 60 days have passed, whichever is sooner, before filing with the Director CRC. If the complainant has not been provided with a written decision within 60 days of the filing of the complaint, the complainant need not wait for a decision to be issued, but may file a complaint with the Director CRC within 30 days of the expiration of the 60-day period.

9. Where the complaint does not appear valid (no prima facie case), the complainant will be advised of the reasons and that the complaint will not be pursued through the complaint process and to pursue other avenues of redress if not satisfied.

G. ADR processing

1. Any complainant who wishes to file a complaint will be given the option of using ADR as a means of resolving their complaint.

2. Complainants will be directed to the DLIR Equal Opportunity Officer who will evaluate the case and determine whether assignment of the case to the Mediation Centers of Hawaii is appropriate. The Mediation Centers of Hawaii will schedule a meeting between all parties and the mediator within ten (10) working days after receipt of the case.

3. Upon completion of mediation, the Mediation Centers of Hawaii will provide a disposition of the case within forty-eight hours from the time mediation ends.

4. All records and discussions that arise or occur during mediation shall be kept confidential and not be disclosed to anyone.

5. Parties to any agreement reached under ADR may file a complaint with the Director CRC within 30 days of the date on which the non-breaching party learns of any alleged breach in the agreement.

<p>State of Hawaii Department of Labor and Industrial Relations</p> <p>WITHDRAWAL/RELEASE OF EQUAL OPPORTUNITY COMPLAINT</p>	
Name <i>(Please print)</i>	Complaint number
Nature of complaint	Date filed
<p>STATEMENT</p> <p>I hereby withdraw my complaint of discrimination. I further release and forever discharge the State of Hawaii, Department of Labor and Industrial Relations/recipient, and all their past and present officers, employees, and agents from any and all claims, demands, actions, causes of actions, or suits at law or in equity, know or unknown, concerning the act or actions giving rise to or otherwise related to the complaint indicated above.</p> <p>I have read and fully understand the foregoing, and make this withdrawal and release voluntarily and of my own free will, without coercion or duress from anyone.</p>	
Signature of complainant	Date

State of Hawaii
Department of Labor and Industrial Relations

**NOTICE TO PERSONS WHO BELIEVE THEY HAVE
BEEN DISCRIMINATED AGAINST**

- Any person who believes that they or any specific class of individual has been or is being subjected to discrimination prohibited by Title VII of the Civil Rights Act of 1964, as amended; the Americans with Disabilities Act of 1990, as amended; the Rehabilitation Act of 1973, as amended; the Age Discrimination in Employment Act of 1967, as amended the Immigration Control and Reform Act, as amended; 29 CFR Part 37; Chapter 378, Hawaii Revised Statutes; the Older American Act, as amended; the Social Security Act, as amended; and/or the Equal Pay Act of 1963, as amended, may file a written complaint by themselves or by a representative.
- An EO complaint Form, DLIR EO Form #1 (see Appendix C), is to be submitted to register your complaint. If you choose to present your complaint orally, you will be asked to sign a DLIR EO Form #1 and it will be completed for you based on information you provide.
- Each complaint filed shall be signed by the complainant or their authorized representative; contain the complainant's name and address (or specify another means of contacting them); identify the alleged discrimination official (ADO); and describe the complaint's allegations in sufficient detail to allow for the determination whether, the appropriate agency has jurisdiction over the complaint, the complaint was timely filed, and the complaint has apparent merit.
- Each complainant has the right to be represented by an attorney or other individual of their own choice.
- You may request notification in writing of each of the steps taken in the processing of your complaint and of any decision reached at any of these steps. You will be notified ahead of time of any inquiry or conference to be held regarding your complaint.
- You and all participants in the investigation process are assured freedom from restraint, interference, coercion, or reprisal. The identity of complainants and witnesses shall be kept confidential except to the extent necessary to ensure a fair determination of the issues.
- You may withdraw your complaint under departmental procedures at any time by submitting a Withdrawal of EO Complaint and Release Form, DLIR EO Form #2, (see Appendix A).

Page B-1

- Pursuant to current regulations, a complaint must be filed within 180 days of the alleged discrimination. For complaints filed under WIA, the Director, Civil Rights Center, U.S. Department of Labor, for good cause shown, may extend this filing time. It is the complainants responsibility to ensure time frames are met consistent with agency chose for filing complaint.
- You have the right, within time frames specified, to file your complaint with any of the following agencies. You are responsible for inquiring directly with these agencies on the steps necessary for redress.

U.S. Department of Labor
Director, Civil Rights Center
200 Constitution Avenue, N.W., Room N-4123
Washington, D.C. 20210

OR

Department of Labor and Industrial Relations
Equal Opportunity Officer
830 Punchbowl Street, Room 321
Honolulu, HI 96813
Phone: (808) 586-8865 (Voice)
(808) 586-8847 (TTY/TTD)
1-888-569-6859 (neighbor island TTD)

OR

Hawaii Civil Rights Commission
830 Punchbowl Street, Room 411
Honolulu, HI 96813
Phone: (808) 586-8636 (Voice/TTD)

OR

U.S. Equal Employment Opportunity Commission
300 Ala Moana Blvd., Room 7-127
Honolulu, HI 96813
Phone: (808) 541-3120

OR

Page B-2

City and County of Honolulu
Department of Human Resources
Equal Opportunity Officer
550 South King Street
Honolulu, HI 96813
Phone: (808) 527-6847

2. Current State employees may also file a complaint or grievance with:

Hawaii Government Employees Association (HGEA)
888 Mililani Street
Honolulu, HI 96813
Phone: (808) 536-2351

3. Aliens/Intending citizens may file a complaint with:

U.S. Department of Justice
Office of Special Counsel
P. O. Box 27728
Washington, D.C. 20038-2217

OR

Department of Labor and Industrial Relations
Equal Opportunity Officer
830 Punchbowl Street, Room 321
Honolulu, HI 96813
Phone: (808) 586-8865 (Voice)
(808) 586-8847 (TTY/TTD)
1-888-569-6859 (neighbor island TTD)

CONFIDENTIAL

STATE OF HAWAII
Department of Labor and Industrial Relations
EQUAL OPPORTUNITY COMPLAINT FORM
(Please Print)

Case Number _____ SSN _____ Date/Timed
Received _____

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone: Home _____ Business _____

Basis for alleged discrimination (Please Mark One)

- 1 Federal Statutes (Title VI, VII, and IX, Civil Rights Act of 1964, as amended; Americans with Disabilities Act of 1990, as amended; Equal Pay Act of 1963, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; 38 U.S.C. 4212 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended; Immigration Reform Act; Older American Act, as amended; Social Security Act, as amended; or 29 CFR Part 37)
- 2 State Statutes (Chapter 378, HRS)
- 3 Both Federal and State Statutes

- | | | |
|--|---|--|
| <input type="checkbox"/> Sex ³ /Gender ¹ | <input type="checkbox"/> National Guard Duty ² | <input type="checkbox"/> Marital Status ² |
| <input type="checkbox"/> Age ³ | <input type="checkbox"/> National Origin ³ | <input type="checkbox"/> Breastfeeding ² |
| <input type="checkbox"/> Race ³ | <input type="checkbox"/> Political Affiliation ² | <input type="checkbox"/> Disability ³ |
| <input type="checkbox"/> Color ³ | <input type="checkbox"/> Arrest/Court Record ² | <input type="checkbox"/> Citizenship ¹ |
| <input type="checkbox"/> Religion ³ | <input type="checkbox"/> WIA Title I Participation ¹ | <input type="checkbox"/> Other (Specify) _____ |
| <input type="checkbox"/> Ancestry ² | <input type="checkbox"/> Sexual Orientation ² | |

Nature of the alleged discrimination (Examples: recruitment, interviewing, testing, selection, promotion, demotion, worksite placement, performance evaluation, training, transfer, discharge, work assignment, leave of absence, pregnancy, benefit approval, participant selection, job referral). *Please specify:*

Explain/describe briefly how and/or why you believe you were discriminated against. Be specific: include the name(s) of the individual(s) involved, the remedy/relief you are seeking (what you want to have done) if your complaint is found to be valid. Please use reverse if you require more space.

CERTIFICATION: By my signature below, I certify that the statement of my complaint above and on any page(s) attached is true to the best of my knowledge and belief. I also agree to notify the Equal Opportunity Officer if I change my address or telephone number(s). I further understand that I may withdraw my complaint at any time by submitting a Withdrawal and Release form DLIR EO Form #2.

Date
DLIR EO Form #1 Rev 9/00

Signature

CONFIDENTIAL

**STATE OF HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS**

**COMPLAINT PROCEDURES
(For Complaints Other Than Discrimination Complaints)**

PURPOSE:

Recipients receiving funds from the U.S. Department of Labor (USDOL) for employment and training programs must establish and maintain grievance procedures for resolving complaints alleging violations of statutory and regulatory provisions. The procedures described herein are for complaints other than discrimination complaints which are described in Attachment 1.

OBJECTIVE:

The objective of these procedures is to provide Complainants, who are covered under applicable statutory and regulatory provisions, a means to seek redress.

ASSURANCES:

Complaints and other parties in the investigative process are assured freedom from restraint, interference, coercion, or reprisal. The identity of Complainants and witnesses shall be kept confidential except to the extent necessary to ensure a fair determination of the issues.

DEFINITIONS:

Currently employed workers: An individual employed by an employer at the time that the employer agrees to hire a program participant for a subsidized or unsubsidized position.

Displacement: A situation in which the placement of a program participant in a subsidized or an unsubsidized job results in the job loss of a currently employed worker, or a reduction in non-overtime work hours, wages, or employment benefits of currently employed workers of the same employer.

Local Area Program Agency: The agency responsible for operating the covered employment and/or training program at the county level, including enrollment, case-management, and placement of program participants.

Participants: Means any individual who has been determined to be eligible to participate in, and who is receiving aid, benefits, services, or training under a program or activity funded in whole or in part under Title I of WIA, the Welfare-to-Work Program, the Senior Community Services Employment Program or other Federal or State funded programs administered by the State Department of Labor and Industrial Relations (DLIR)

Recipient: Means any entity to which financial assistance is extended, either directly from DLIR, U.S. Department of Labor or through the Governor or another recipient (including any successor, assignee, or transferee of a recipient) but excluding the ultimate beneficiaries of the program or activity.

SCSEP: Means the Senior Community Services Employment Program. Older Americans Act, as amended, Public Law 102-375.

WtW: Means the Welfare-to-Work Program, Title IV, Part A of the Social Security Act, as amended, Public Law 105-33.

WIA: Means the Workforce Investment Act of 1998, Public Law 105-220.

GENERAL PROVISIONS:

1. The Complainant has the burden of establishing the validity and merit of his/her complaint.
2. A Complainant may discontinue the complaint by submitting a “Withdrawal of Complaint and Release” form (see Appendix A).

COMPLAINT PROCEDURES:

A. Who May File

1. Program applicants, participants, staff and other interested parties, including one-stop partners and WIA service providers, may file complaints alleging violations of the statutory or regulatory provisions of a covered employment and/or training program.
2. Currently employed workers may file complaints regarding displacement by program participants.

B. Where to File

Complainants should file complaints with the local area program agency operating the applicable program. Any complaints filed directly with DLIR shall be remanded to the local area program agency for processing.

C. Time for Filing

A complaint must be filed within one hundred eighty (180) days of the alleged violations.

D. Contents of Complaints

All complaints must be filed in writing and include the following:

1. The Complainant's name, address, and phone number or other means of contact;
2. Identification of the alleged violation;
3. Description of the alleged violation in sufficient detail to allow for a determination of whether:
 - (a) The local area program agency has jurisdiction over the complaint;
 - (b) The complaint was filed within one hundred eighty (180) days of the violation;
 - (c) The complaint has apparent merit (i.e., the allegations, if true, violate statutory or regulatory provisions); and
4. Signature of the Complainant or his/her authorized representative.

The form provided in Attachment B may be used to submit the above information.

D. Right to Representation

Complainants have the right to be represented by attorneys or other individuals of their choice.

E. Complaint Processing

The steps and time frames for processing a complaint are provided below. Table 1 on page 7 provides a summary of the process.

1. The responsible local area program agency shall hold a meeting with the Complainant within eight calendar days of the receipt of the written complaint to hear the issues.

Where the complaint does not appear valid, the Complainant should be advised of the reasons and that the complaint will not be pursued through the complaint process.

If the complaint appears to be valid, the local area program agency shall attempt to rectify the situation through information resolution.

2. If an informal resolution cannot be reached within fifteen (15) calendar days for the receipt date of the complaint, the Complainant may request a formal hearing.

The request for a formal hearing must be received for the Complainant within seven (7) calendar days after the time limit for informal resolution (i.e., within twenty-two (22) days from the receipt date of the complaint.)

3. The responsible local area program agency shall conduct a formal hearing within thirty four (34) calendar days from the receipt date of the complaint.

The Complainant shall be provided with a written notice of the hearing that includes:

- The date and time of the hearing;
- The location of the hearing;
- The purpose of the hearing and a statement of the issues; and
- Procedural rights, such as the right to representation, to present testimony, to bring witnesses and records, and to present oral arguments.

The hearing shall be conducted in a manner that is fair and impartial, and allow all parties a full opportunity to present issues, evidence and pertinent fact. A taped or transcribed record shall be made of the hearings.

4. The responsible local area program agency shall provide the Complainant with a written decision within ten calendar days after the date of the hearing or within forty-four (44) calendar days of the receipt of the complaint. The decision should be sent to the Complainant by certified mail, return receipt requested.
5. The Complainant may appeal the decision within thirty (30) days of the receipt of the decision. The appeal should be submitted in writing to the following address:

Administrator
Workforce Development Division
State Department of Labor and Industrial Relations
830 Punchbowl Street, Room 329
Honolulu, Hawaii 96813

6. Appeal hearings will be conducted by the State Department of Labor and Industrial Relations (DLIR) Employment Security Appeals Referee.
7. The Appeals Referee will conduct an appeal hearing within one hundred and four (104) days from the receipt date of the complaint.
8. The Appeals Referee shall provide a written final determination of the Complainants appeal within one hundred and twenty (120) days of the receipt date of the complaint.

Table 1
COMPLAINT PROCESSING TIMELINE

Processing Days	Cumulative Days	Event
	1	Complaint Received
7	8	Informal Hearing
7	15	Deadline for Information Resolution
7	22	Request for Formal Hearing
12	34	Formal Hearing
10	44	Written Decision
30*	74	Appeal
30	104	Appeal Hearing
16	120*	Final Determination

* Set by law

Appendix A

WITHDRAWAL/RELEASE OF COMPLAINT	
Name (<i>Please print</i>)	Complaint number
Nature of complaint	Date filed
STATEMENT	
<p>I hereby withdraw my complaint. I further release and forever discharge the State of Hawaii, Department of Labor and Industrial Relations/recipient, and all their past and present officers, employees, and agents from any and all claims, demands, actions, causes of actions, or suits at law or in equity, known or unknown, concerning the act or actions giving rise to or otherwise related to the complaint indicated above.</p> <p>I have read and fully understand the foregoing, and make this withdrawal and release voluntarily and of my own free will, without coercion or duress from anyone.</p>	
Signature of complainant	Date

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Appendix B

COMPLAINT FORM
(Please Print)

Case Number _____ SSN _____ Date/Time Received _____

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____ Home _____ Business _____

Basis for alleged complaint *(Please Mark One)*

- | | |
|--|--|
| <input type="checkbox"/> Displacement | <input type="checkbox"/> Labor Standards |
| <input type="checkbox"/> Health/Safety Standards | <input type="checkbox"/> Other (Specify) |

Explain/describe briefly in what way there was a violation of statutory provisions. Be specific: include the name(s) of individual(s) involved, the remedy/relief you are seeking (what you want to have done) if your complaint is found to be valid. Please use reverse side if you require more space.

CERTIFICATION: By my signature below, I certify that the statement of my complaint above and on any page(s) attached is true to the best of my knowledge and belief. I also agree to notify the local area program agency if I change my address or telephone number(s). I further understand that I may withdraw my complaint at any time by submitting a Withdrawal and Release form.

Date

Signature
CONFIDENTIAL

Process for Developing Hawaii's 2007 WIA State Plan

Under the supervision of the WDC's Planning Committee of the Workforce Development Council ("WDC"), Department of Labor and Industrial Relations ("DLIR") staff drafted the Hawaii State Plan, using (1) the February 2005 draft and the April 12, 2005 final "Stand-Alone" *Planning Guidance and Instructions for Two Years of the Strategic Five Year State Plan for WIA Title I and Wagner-Peyser*; (2) the January 24, 2007 *Instructions for Workforce Investment Act and Wagner-Peyser Act State Planning and Waiver Requests for Years Three and Four of the Strategic Five-Year State Plan (Program Years 2007 and 2008)*, and (3) the March 30, 2007 *Negotiating Performance Goals for the Workforce Investment Act Title IB Programs and Wagner-Peyser Act Program for Program Years 2007 and 2008*.

2005 Plan

In March 2005, the WDC Executive Director informed the Local Workforce Investment Boards ("LWIBs") of the State Plan revision schedule and the website to locate the USDOL State Planning Guidance and Instructions. The WDC Executive Director also asked for LWIB suggestions. In April, the WDC Planning Committee reviewed and suggested changes to the draft. On April 14, 2005, the WDC approved: a) the plan's concepts and changes from the 2000 plan as the basis for staff completing the draft; and b) publishing the notice that the draft plan was available in May on the DLIR website for public review and comment.

Only the LWIBs provided public input to the plan; specifically:

1. Change income eligibility for WIA intensive services to a "self-sufficiency" standard.

Response: Priority of service remains the same, but local areas are invited to discuss what priority, if any, is given to employed people who earn below the self-sufficiency level.

For the 2007 Plan: On March 15, 2007, the WDC reviewed and confirmed that, in accordance with WIA Section 134(d)(4)(E), the State's policy is that "unless the funds allocated to a local area for WIA 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 available to all of the local areas are considered limited and priority must be given to low-income individuals and public assistance recipients."

2. Make the income requirement for youth services less restrictive.

Response: No change, as the income requirement is in the WIA.

3. Simplify the process for granting the coordination incentive award.

Response: The process was simplified and the criteria changed.

For the 2007 Plan: The incentive process and criteria remained in effect while awaiting USDOL's response to the State's request to waive the incentive requirement.

4. Grant more flexibility to the local areas.

Response: Flexibility for local areas was stressed throughout the plan submitted to USDOL May 31, 2005. However, as required by USDOL in its critique of Hawaii's Plan, the State inserted State policy in a number of these sections.

5. Allow reasonable transition time to local areas to conform to new policies.

Response: Effective dates and provisions of the WIA and USDOL communication allow adequate notice of policies before implementation.

6. Change the formula for allocating funds to the local areas.

Response: After a videoconference wherein the State reviewed the rationale for the formula and discussed effectiveness of possible changes, the local areas acknowledged that the current formula is fair.

After DLIR staff revised the plan, on May 19, 2005, the WDC approved the plan, recommending one change to the Governor, for submittal to USDOL by the May 31, 2005 deadline.

2007 Plan

During the preparation of the 2007 modifications, synergy and input for the State Plan was provided by three potent pieces: the Governor's launch of her innovation initiatives; the legislative session with its hearings, testimony, and discussions; and the team preparation of Hawaii's WIRED proposal.

On March 15, 2007, the WDC considered re-designation of local areas due to limited funds. It decided to retain the four counties and use the time before the next plan revision to explore the advantages and disadvantages of fewer local area designations. At the same meeting, the WDC confirmed that no waiver of Section 133(c)(2) regarding reallocation of unobligated funds would be sought. At the same meeting, the WDC agreed to insert infrastructure recommendations from the latest report to the Governor and to emphasize that a Data Entry Manual for the management information system will be prepared to assist local areas in training their providers and new staff.

On March 15, 2007, the WDC Chair charged the WDC Planning Committee to, on behalf of the WDC, keep abreast of progress and give advice and approvals of the WIA State Plan process.

On **April 11, 2007**, the WDC published the notice that the draft plan was available on the DLIR website for public review and comment. The “Summary of Proposed 2007 Changes to State Plan” was also posted on the website.

Public input, and State responses, to be inserted here.

At the same time as the public review period, the WDC initiated negotiation with the local areas to establish the WIA performance goals, and the Workforce Development Division began negotiation with USDOL to establish the Wagner-Peyser performance goals. The proposed goals are inserted at X.D.8 of this Plan. After final goals have been negotiated with USDOL and the counties, they will be inserted in the Plan.

After DLIR staff revised the plan, on April **XX**, 2007, the WDC Planning Committee approved the plan, for submittal to USDOL by the May 1, 2007 deadline.

Policy direction and all decisions to release plans and amendments for public comment and to approve final plans and amendments take place at public WDC meetings. Each WDC meeting has time on the agenda for the public to comment on the agenda items. All plans and amendments are sent to LWIBs and Mayors for review. As announced in statewide published notices, all plans and amendments are placed for public review and input on the DLIR website, and One-Stop Job Center staff are available to assist the public to access the website. During the process, the State relied on the broad perspective provided by the representative and business-led LWIB and WDC membership.