

County of Hawai'i
WORKFORCE INVESTMENT ACT OF 1998
LOCAL AREA PLAN
FOR PROGRAM YEARS 2005-2007

Harry Kim
Mayor

Prepared by

County of Hawai'i
Office of Housing and Community Development
50 Wailuku Drive
Hilo, Hawai'i 96720

V/TT Phone: (808) 961-8379

Fax: (808) 961-8685

Email: ohcdwia@co.hawaii.hi.us

**Local Plans For
Title I – Workforce Investment Act and the Wagner-Peyser Act
February 2006 – June 2007**

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Cover and Signature Page

Name of Grant Recipient County of Hawai'i

Contact Person/Title Susan Akiyama, Housing and Community Development Specialist

Phone 808/961-8379 **Fax** 808/961-8685 **E-mail** ohcdwia@co.hawaii.hi.us

This comprehensive plan is submitted for the period of February 1, 2006 through June 30, 2007 in accordance with the provisions of the Workforce Investment Act. We further certify that we will operate our Workforce Investment Act Program in accordance with this plan and applicable federal and state laws and regulations.

Chair of Hawai'i County
Workforce Investment Board

Mayor of Hawai'i County

Alan Garson
Name (printed or typed)

Harry Kim
Name (printed or typed)

Date

Date

I. LOCAL VISION AND GOALS

1. *Describe your vision and strategic goals for:*

Our vision is for a comprehensive and coordinated workforce system that supports a healthy economy throughout Hawai'i County. The envisioned workforce system includes:

a. *economic development:*

- Upgrade skill levels of incumbent workers for emerging and growing industries.
- Provide workforce demographic data to economic development agencies.
- Identify and promote emerging, environmentally friendly industries and high-waged occupations such as information technology, tourism, construction, astronomy, university, health and gerontology.

b. *worker supply:*

- Expand labor pool by targeting and recruiting the under-utilized populations including but not limited to:
 1. Persons with disabilities
 2. Youth
 3. TANF clients
 4. Older workers and retirees
 5. Ex-offenders
 6. Immigrants
 7. Discouraged workers
 8. People with substance abuse
 9. Homeless

c. *education and training:*

- Coordinate with the Hawai'i County Youth Council, One-Stop Centers and Eligible Training Providers (ETP) to support basic literacy training modules with an emphasis on employability skills and career paths for Hawai'i County's youth (18 to 21 years of age) population.
- Utilize employer input and surveys to design programs for entry level workers.
- Expand contextual learning experiences such as internships, career shadowing, apprenticeships, and mentoring by collaborating with the Department of Education (DOE) and other educational institutions.
- Address work readiness skills through partnerships with schools and service providers.

- Ensure appropriate and timely curricula for identified industries.
 - Provide curriculum that is flexible enough to prepare students for either college or work-readiness. This may include both a high school diploma and work-readiness certification in skills required by high growth/high demand businesses.
- d. use of resources:*
- Utilize various sources of funding (501c3, Reed Act, private foundations, etc.) to implement the Hawai'i County Workforce Investment Board (HCWIB) initiatives such as internships and outreach for the under utilized population.
 - Seek outside resources or non-WIA funding to become self-sufficient.
 - Utilize input and resources from businesses, One-Stop Partners, HCWIB members, and community agencies to implement established goals.
 - Optimize One-Stop services to the private and non-profit business sectors, governmental agencies, and community based organizations.
- e. youth development:*
- Expand contextual learning experiences such as internships, career shadowing, apprenticeships, and mentoring by collaborating with the DOE and other educational institutions.
 - Continue collaboration with youth development organizations to expand youth system building initiatives.
 - Continue collaboration with Business-Education Partnership (BEP), Junior Achievement (JA), and Youth Builders to enhance incentive programs for youth employability development.
- f. other local priorities:*
- Continue collaboration with Mayor's Task Force to address workforce issues such as affordable housing, transportation, and the under utilized population to increase worker supply.
 - Operation Mainstream – A local program which encourages employers to hire from the under utilized population *i.e.* ex-offenders, seniors, persons with disabilities, youth and the homeless.

2. Indicate differences, if any, from the State's vision and goals.

The HCWIB is aligned with the State's vision and goals.

3. *Identify the LWIB's highest two to four priorities for the next two years.*

In order of priority, the HCWIB has identified the following 4 priorities for the next two years:

1) Employer Outreach and Services

This will include the development of a business service center for use by local employers to conduct business activities related to employment and training. Employer representatives, working closely with entities like the Hawai'i Economic Development Board (HIEDB), the County Research and Development Division and the Workforce Development Division will assign specific employer liaisons for various key industries, specifically technology, retail, and health services. They will help to coordinated and conduct business/employer forums. The forums, some held on a monthly basis, will be designed to address the specific focus groups to address employment and training needs of individual industries.

2) Labor Force Pool Expansion

Extensive outreach efforts will help to identify, recruit and train under-utilized segments of the hard to serve and underrepresented populations that will help to meet the employment demands of business and industry. The under-utilized population includes: seniors and retirees, persons with disabilities, immigrants, youth, ex-offenders, incumbent worker who are underemployed and the homeless.

3) Technology Update

Improving island wide communications to include videoconferencing for meetings and /or interviews will become more critical as we expand services to our employers.

In order to better serve the unique needs of the Big Island, the HCWIB will explore providing a van or bus to take the One-Stop Center Services to the more remote areas of the island.

4) Capacity Building

Provide technical and administrative support to determine service delivery gaps, organize and convene meetings of various stakeholders, coordinate training efforts for the HCWIB and research possible grant possibilities. Support the HCWIB Strategic Planning Committee to help develop long term plans, directives and solutions for key employment and training for stakeholders in Hawai'i County.

- 4. Describe the process by which the LWIB's vision and goals will be conveyed to One-Stop Job Center staff, partners, and service providers. Please include plans for receiving feed-back, and providing on-going reinforcement.**

Through Memoranda of Understandings (MOUs) with One-Stop Partners and Service Provider Contracts with service providers, the LWIB's goals and visions are communicated and specific services to be offered are defined. Further, the One-Stop Operator (The County of Hawai'i) conducts informational meetings with Big Island Workplace Connection (BIWC) Partners on a monthly basis. The HCWIB Chair also participates in these monthly meetings where vision and goals are communicated and reinforced. This arena also provides a positive atmosphere for getting feed-back on a regular basis.

II. ASSESSMENT OF LABOR MARKET NEEDS [Ref: WIA Reg. 661.350(a)(2)]

1. *Identify the current and projected employment opportunities in the Local Area.*

Hospitality/Visitor Industry: Amid global competition among resort destinations throughout the world, Hawai'i County has maintained its share of the market of visitors from the east and west. Direct flights to Kona's Keahole Airport has brought visitors to the Big Island in steady numbers and, as a result, contradicted the overall statewide visitor figures.

As our visitors' expectations of a Hawaiian experience expand, bed and breakfast operations have continued to quietly surface throughout the island. Many choose to see beyond the "sand and surf" and have flocked to the Kohala Mountains, the Hamakua coastline, and the various eco-tours around the islands.

The cruise ship industry has emerged as a prominent component to our visitor industry. With regular stopovers, our ports receive thousands of visitors who flock our local merchants, markedly increasing retail profits. Hours of work for employees in the retail industry have risen to accommodate the new visitors. Additional cruise ships are scheduled to port in the near future resulting in more employment opportunities on these ships as well as more employment for the affected retailer and service providers.

Health Care Industry: With our steadily increasing aging population, there has been and will continue to be a heightened demand for elder care, certified nurse assistants, home health nurses, and home health aides. The escalating health care costs have been a key driver in the proliferation of domestic elder care. The introduction of mobile health and dental care for rural areas has also created opportunities for outreach health workers to serve an otherwise under served population.

Preventative health care has been the genre over the past decade. With its popularity, together with our aging baby boomers, we will continue to see growing demands in: wellness and fitness centers, homeopathic and nutritional care, rehabilitative services, etc.

Construction Industry: The housing cycle continues in its "up" phase and economic indicators show that this trend will continue for at least another decade. Median home prices also continue to increase as volume sales remain high and inventories dwindle. Locally, we will continue to see growth in the construction of both residential and commercial structures.

Education Industry: Over the past several years, the University of Hawai'i at Hilo and the Hawai'i Community College have made great strides in

attracting local residents, intra-state residents, and out-of-state students to their campuses. The University system and the Hawai'i community College, individually, have acquired funding for some significant expansion of facilities and programs. With this expansion will come more employment opportunities in the clerical, professional and technical fields.

Locally, we have also observed, that the Department of Education has critical lack of qualified teachers to teach, especially in the area of the industrial arts. Without addressing this area, our potential labor force cannot learn the skills necessary to pursue occupations in high growth industries.

Information Technology: The geographic isolation of Hawai'i County to the rest of the State and world has prompted Big Island employers to rely heavily on high tech connectivity. From basic office conversion to personal computers and operational software programs to conducting business via the internet, businesses will continue to seek business solutions via this technology. Transcending all occupations and industries, transacting business with and through computer technology will be the paradigm well into the new millennium.

High technology has revolutionized the agricultural, health, science, business service, and visitor industries in our County. Further, entrepreneurial opportunities will be readily available for the enterprising individuals seeking niche markets.

Astronomy: The Big Island has become a world-class mecca for astronomy atop Mauna Kea. The high-powered telescopes and international presence have attracted renowned technicians and scientists world wide. In partnership with the University of Hawai'i system, a coordinated workforce development initiative needs to support the infrastructure of this astronomy community.

Diversified Agriculture: The coffee industry continues to reach worldwide markets. Recognized by many as the home of the best gourmet coffee in the world, West Hawai'i touts acres upon acres of gourmet coffee and foresees a sustained, strong industry. An industry dominated by piecework laborers, opportunities as supervisors and entrepreneurs are projected to be increasingly available.

Horticultural specialties, tropical fruits, nuts, fresh cut flowers and ornamentals have had an increasing presence in our County. With improved marketing strategies via cooperatives and joint ventures, many have expanded their markets nationally and internationally. Increasingly, nursery laborers need to possess a variety of skills that will complement the technological changes in this industry. It will be imperative for workers at all levels to possess a good command of basic skills.

Aquaculture has also continued to experience growth with numerous small businesses successfully raising algae, shrimp, trout, abalone, and oysters. Present production levels are barely enough to satisfy the needs of the local market.

2. *Describe the job skills necessary to obtain the employment opportunities identified above.*

Basic Skills: Deficiencies in basic education has become increasingly evident in many new labor market entrants as well as current employees. These deficiencies have been validated by employer input via our existing school-to-work initiatives island wide. In order to compete in this demand driven global economy, a sound comprehension of basic language skills; reading, writing, computations, listening and speaking are principal prerequisites. Deemed as a key building block to a self-sufficient lifestyle, basic skills acquisition will be a high priority for our LWIB.

Technology Skills: Due to rapid developments in technology, our workforce must possess moderate to high levels of computer application skills and information technology expertise. Across all industries and occupations, a minimal level of computer application skills and literacy is needed. Being adept in software applications will greatly enhance employability levels of our Big Island job seekers, employers and current workers.

Occupational-Specific Skills: Our workforce will be required to have some skills and aptitude in their chosen occupation. Although not entirely necessary for entry level positions, these skill prerequisites will ensure greater job retention and work quality as employers strive to compete in a global economy. It is the specific intention of our LWIB to introduce occupationally-specific skills in a contextual learning environment. Whenever possible, academic learning will directly relate to the specific occupational skills.

Interpersonal Skills: With the constant focus for customer satisfaction and customer service, employees must possess a high level of interpersonal skills to effectively deal with co-workers and customers alike. The ability to work in teams is essential to completing multi-tasks demanded by today's businesses. Specific desirable traits that directly complement effective interpersonal skills include, but not limited to: being punctual; showing initiative; being empathetic toward cultural differences; accepting responsibility; demonstrating good time management and having the ability to communicate in oral and written form.

Multi-lingual Skill: As a hub to the Pacific Rim, Hawai'i represents a clearinghouse of business transactions for many cultures and languages. As a major visitor destination, many of our employees will be interacting directly

with our European and Asian visitors. For many occupations in the hospitality industry, being bilingual is a requirement. As more of our employers perform international business transactions, the ability to speak more than one language will become increasingly invaluable.

Entrepreneurial Skills: Many aspiring entrepreneurs have started numerous small business ventures, filling a variety of niche markets. In addition to the necessary occupational skills needed for their ventures, these entrepreneurs need skills in marketing, business planning, accounting, management, information systems, etc.

Job Readiness Skills: Data from surveys and questionnaires have indicated that many new entrants to the labor market lack essential job readiness skills. Further, welfare work requirements have vaulted many unskilled individuals into the job market. Developing employment preparation skills prior to employment is necessary to ensure entered employment rates and retention with this population. These skills include, but are not limited to: understanding personal strengths and weaknesses, interview preparation, resume-writing, knowing job trends and understanding employer expectations.

3. Describe the current and projected labor pool, include demographics (e.g., age, gender, number of the special groups listed at IV.14 of these Instructions) of the youth and working age populations.

In 2004, Hawai'i County had a civilian labor force of 78,600, with the following approximate characteristics:

- The current and projected local area labor pool is multi-ethnic, as with the state. The three largest groups are Cosmopolitan (two or more races), White and Asian.
- Women make up approximately 48% of the local labor force.
- The resident population of Hawai'i County is made up of those who are under 18 years of age (26%), 18 to 64 year olds (60.5%), and 65 years and over (13.5%).
- Approximately 18% of the County's population has disabilities.
- There are approximately 22,821 people whose income is below poverty level, the largest percentage of which are female household families with children under the age of 18.

Additional details can be found on Tables 1., 1.11a, 2.8, and 12.6 at the end of this section.

- 4. Analyze the information collected on employment opportunities, necessary skills, and the current and projected labor pool. Based on this analysis, describe the current and projected skill gaps and the sufficiency of the Local Area's labor pool.***

Hawai'i County has significant shortages in all of the high demand occupations which are listed in Section II.1, mostly due to skill gaps in the following areas of basic literacy, job readiness and occupation specific skills which are defined in Section II.2. There are many technical/high skilled occupations which pay high wages, but they require skills which are generally lacking in the local labor pool.

III. LOCAL ORGANIZATION AND ADMINISTRATION

1. ***Identify the entity responsible for the disbursement of WIA formula funds. [Ref: WIA Reg. 661.350(a)(9)]***

The County of Hawai'i through the Office of Housing and Community Development (OHCD) is the fiscal agent, the entity responsible for the disbursement of WIA formula funds in the local area.

2. ***Describe roles and relationships between the Mayor, LWIB, grant recipient, subrecipient/fiscal agent, and One-Stop operator(s). Attach any agreements and organization charts that define the roles and relationships.***

Appendix A and Appendix B illustrates the relationships between the above listed entities.

The local elected chief official, Mayor, has designated the County of Hawai'i to be the Grant Recipient for the Hawai'i Workforce Investment Act. The County of Hawai'i through the OHCD is also the fiscal agent and responsible for disbursement of WIA formula funds in the local area.

The LWIB is appointed by the Mayor to help set local area policies which include: development of a local area plan; selection of a One-Stop Operator(s); negotiate local performance measures; coordinating activities with economic development strategies; and promoting private sector involvement in the workforce investment system.

As of October 1, 2005, The HCWIB, with concurrence of the Mayor, has designated the County of Hawai'i as the One-Stop Operator for the local One-Stop system. Through an umbrella agreement, all mandatory One-Stop Partners support the core, intensive, and training services in this One-Stop system. Individualized MOUs have been signed with our LWIB and is in effect until June 2006. The County of Hawai'i is presently in the process of updating the existing MOUs to reflect new cost allocation and resource sharing plans.

3. ***Describe measures in place or planned towards effective and efficient use of administrative resources; including:***

- a. ***improved procedures for data flow and entry:***

In September 2005, OHCD attended training in Honolulu conducted by Social Research Policy (SPR) which addressed the Youth Programs. We were able to assess and define areas of data flow and data entry and have since made adjustments to work more efficiently and effectively. Reports have been revised and expectations for data and timelines have been clearly defined.

- b. *single administrative structure to support LWIB and serve as the fiscal agent for WIA funds:*
The County of Hawai'i through the OHCD is the fiscal agent for the local area WIA funds.
- c. *simplifying and combining programs:*
None at the present time, but this may be addressed during reauthorization of the WIA program in 2007.
- d. *reducing overlapping services by affiliated entities:*
Through coordinated job development activities, the One-Stop mandated partners collaborate to develop job fairs, employer forums and quarterly One-Stop orientation sessions for employers. Partners also participate with joint Chambers of Commerce to promote the services of the One-Stop and it's consortium of partners.
- e. *leveraging resources with interested parties:*
The creation of the non-profit corporation to apply for additional funds will enable the Board to further its plans for employment and training in the county.
- f. *limited travel policy:*
Budgets for travel have been adjusted and will probably have to be reduced further due to limited administrative funds.
- g. *joint activities with other Local Areas:*
The counties have been coordinating on joint activities through the LWIB Chair's Committee meetings, mostly to address issues for Reed Act funding. In the process, many other issues are accessed and discussed. It is critical that the counties continue to work together, share ideas and information on how we can run programs more efficiently and effectively. Hawai'i County will continue to work cooperatively and encourage coordination with all other local areas.

4. Describe any training that is conducted for LWIB members and staff on ethics, conflict of interest, and the Sunshine Law; include the frequency and date of recent and planned sessions.

LWIB staff has attended seminars regarding the Sunshine Law conducted by the County of Hawai'i. This information has been passed on to the LWIB through brochures and discussions at Executive Committee meetings. Workforce Development Council coordinated for speakers to provide the Council members with conflict of interest information. The LWIB Chair and staff provided this information through monthly reports to the LWIB. In coordination with local legal services, the HCWIB plans to have updated

review sessions on each of these critical topics for all LWIB and staff within the next two years.

- 5. *Please describe the LWIB's mechanism and plans for providing its staff with the support (training, equipment, etc.) they need to fulfill the LWIB's expectations? This response should cover staff of the LWIB, One-Stop Job Centers, and Youth programs.***

WIA funds are budgeted for training of the LWIB and staff to utilize pertinent training when available. WIA Program funds are used for One-Stop Partners, Adult and Dislocated Worker and Youth staff training. Videoconferencing and teleconferencing is utilized whenever possible to take advantage of valuable resources. The LWIB has submitted a proposal for Reed Act Funds to help support the insufficient funding under the WIA needed to provide the kind of support we feel is necessary for the LWIB, staff, One-Stop Centers, and Youth Programs.

- 6. *Please describe the LWIB's plans for supplementing WIA funding and/or adjusting its operations to the availability of funding.***

The Hawai'i Workforce and Economic Development Ohana, Inc. is a non-profit corporation formed by the HCWIB. The corporation has applied for tax exempt status and has already begun to pursue other sources of funding to supplement WIA programs. Other funding sources will also allow the corporation to address other critical employment related issues like housing and transportation.

The HCWIB Chair has actively coordinated with other counties to pursue Reed Act Funds. The much needed funds will allow each of the counties to develop and pursue programs to further develop the under-utilized populations of our workforce, relations with employers, improve the technology and connectivity of our One-stop system.

- 7. *What waivers from WIA requirements would facilitate LWIB operations?***

The following are waivers that would facilitate HCWIB operations:

- Flexibility in funding allocations – take advantage of flexibility provisions regarding funding.
- Eligible Training Providers – consider extending eligibility periods of subsequent ETPs to 2 years.

IV. ONE-STOP DELIVERY SYSTEM/SERVICES

1. ***Identify the One-Stop operator(s) for the county's One-Stop System. Identify whether this designation was a result of competitive selection or an agreement between the LWIB and a consortium of at least three or more of the mandatory One-Stop partners. Describe the standards and outcomes used in selecting, evaluating, and retaining the One-Stop operator(s). [Ref: WIA Reg. 661.350(a)(3)]***

The Mayor and the LWIB have designated the County of Hawai'i as the One-Stop Operator. This designation was a result of an agreement between the LWIB and a consortium of all the mandatory One-Stop Partners.

Previously, the One-Stop Operator was a consortium of mandatory partners, with the Department of Labor and Industrial Relations (DLIR) Workforce Development Division (WDD) as the lead agency. In 2005, the One-Stop Center moved to a new location that co-locates the County of Hawai'i, Section 8 Program, and its Administration; State Department of Human Services, TANF work programs, and their Administration; Hawai'i Community College WIA training programs; DLIR Unemployment Insurance Office; and WDD. Although the County did not enter into a master lease with all the agencies, all of the leasing agencies made long-term commitments to be co-located in the One-Stop facility. Because of the number of partners physically located within the facility, the County of Hawai'i felt it was necessary to take a more active role in overseeing and coordinating the delivery of services among the co-located and other partners.

As described in Section III.2, the County is in the process of updating and executing revised One-Stop MOUs with all partners as well as developing and monitoring Resource Sharing Agreements and Cost Allocations among partners.

2. ***Describe the current and planned One-Stop infrastructure. [Ref: WIA Reg. 661.350(a)(3)] Please include information and date of the most recent assessment of the current system's adequacy and cost justification.***

Hawai'i County's current One-Stop Center is located at the at 1990 Kinoole Street, Hilo Hawai'i 96720. Core, most intensive and training services are being delivered at this location. Hawai'i County presently has one satellite office located in West Hawai'i. When specific services and/or activities are not readily available at a One-Stop site, assigned case managers will immediately link with the One-Stop partner coalition or other entities capable of delivering said services.

An 11-agency consortium of mandated partners currently exists to jointly address the myriad of services needed by local area job seekers and employer

customers. Other partners and their respective services are offered through working partnerships created for welfare participants, youth, individuals with disabilities, substance abusers and ex-offenders currently receiving treatment.

In East Hawai'i, Kahua'Oihana Workforce Development committee works in conjunction with our One-Stop coalition to jointly design and enhance the system to serve our customers and specifically address employer needs and expectations of this workforce system.

The Business Resource Council in West Hawai'i, also working with the One-Stop, addresses workforce development as well as educational and school-to-work issues. This council focuses on workforce and workplace needs of the businesses in West Hawai'i.

Please see Appendix E for current cost allocation documents. The County of Hawai'i OHCD is working to assess and possibly revise the current systems adequacy and cost justification due to the recent change in co-location of the partners and the County of Hawai'i as the new One-Stop Operator.

- 3. Describe how LWIB expectations of One-Stop operators are conveyed and evaluated, including how feedback is provided. At minimum, the expectations should cover implementation of demand-driven concepts, incorporating non-traditional resources, integration with counselors at affiliated agencies, outreach to underrepresented* groups, and outreach to incumbent workers.**

Expectations of the LWIB are conveyed at the Executive Committee meetings, at general membership meetings and at BIWC meetings. At the same meetings feedback is usually communicated on a monthly basis, through One-Stop reports.

- 4. Describe how the workforce development needs described in response to Section II of these Instructions will be met. [Ref: WIA Reg. 661.350(a)(1)]**

In Section II, the LWIB defined current and projected employment opportunities, job skills necessary and the demographics of the projected labor pool. Workforce development needs of this labor market will be met by the coordinated development of the following:

- Conduct job fairs
- Conduct employer forums
- Conduct construction apprenticeship expositions

* 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.

- Expand internship and mentoring opportunities for youth
- Expand and include work readiness training capacities in all schools
- Establish a certificated work readiness course
- Increase educational and training opportunities for the under utilized and under served populations

5. Describe how innovative, demand-driven business services will be incorporated at the One-Stop Job Centers. How will you learn business needs and attract increased job postings? How can WDC help?

The use of Reed Act funding would allow the LWIB to establish business service representatives at the One-Stop. This source of funds would also allow the LWIB to establish a business service center that would provide local businesses a place to hold meetings, do research and get information on filling positions and or provide training to staff, do marketing activities to promote their businesses, etc. The LWIB can learn about business needs and attract increased job postings through employer forums and coordinating employer presentations to BIWC partners and agencies. Convening joint meeting with industry leaders and education officials would also be a good way to get information and promote the One-Stop services. The Workforce Development Council (WDC) could assist by providing additional funding for business services in the local are or by subsidizing the cost of marketing brochures, media, publications etc.

6. Describe how the One-Stop system will ensure universal access to the mandatory core services. [Ref: WIA Section 134(d)(2)]

Upon entry to any One-Stop Center, customers are briefly assessed by a Wagner-Peyser counselor and directed to various universal services or provided information including: orientation to all levels of One-Stop Services, job search and placement, labor market information, assessment of skills, abilities and aptitudes, and career counseling. Additional core services will be provided by mandated partners and will be described in the MOUs between the partner and the LWIB.

All customers will have access to a 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. Customers are registered when One-Stop staff provides assistance beyond general information. Records are retained for tracking purposes and possible referrals to future intensive services.

7. Describe the intensive services that will be provided through the One-Stop system, including the service delivery method. [Ref: WIA Section 134(d)(3)]

Intensive training services are currently limited to activities delivered under the Wagner Peyser Act which include but is not limited to testing, workshops, employment projection seminars, pre-employment services, in-depth interviews, employability plans, individual and group counseling, and case management. Additional intensive services will be provided by mandated partners and will be described in the MOU between the partners and the LWIB.

Most of these intensive services will be provided in the training and conference rooms at the One-Stop-Centers. One-Stop partners will be primary facilitators of the mentioned activities. When appropriate, intensive services will also be conducted at various One-Stop Partner sites or community centers. Outside presenters will also be utilized if necessary. Costs, if any, associated with outside facilitators are shared proportionately by the benefiting agencies.

Case managers from the One-Stop Center will begin tracking customers once an individual service plan is developed. Customers are registered and services tracked during participation in staff-assisted core services but are not actively case managed until an individual's service plan(s) are executed. Once determination is made that an individual needs, and is eligible for, training services, the list of eligible vendors is shared and the Individual Training Accounts are introduced.

8. Describe policies, if any, to restrict training funds for uses the LWIB has identified as a Local Area priority; e.g., a) direct a certain percentage of training funds to high demand, economically vital, and/or targeted skills and occupations, or b) give priority to training for jobs that pay at least a self-sufficiency wage.

85% priority of service is given to those economically disadvantaged Adults in the local area. 15% may not be economically disadvantaged and may be targeted for specific industries deemed in "high demand" by our LWIB. It is encouraged that only participants who have successfully obtained employment with wages exceeding the 200% Federal Poverty Guidelines be exited from the program. Ideally, wages at approximately \$39,000.00 per annum are sought for all program participants. (This has been identified by economists as self-sufficient wages for Hawai'i County.)

9. Describe the training services that will be provided through the One-Stop system, including the LWIB's:

When comprehensive assessments determine a participant's need for training and the participant is deemed eligible for training services, case managers ensure that a minimum of gateway activities has been completed. The list of

eligible training vendors is at this point shared and the Individual Training accounts are introduced. Training includes, but is not limited to On-the-Job Training (OJT), occupational skill and career training, skill upgrading and entrepreneurial training.

OJT contracts are agreements between the State and the local area employers who are willing to hire program participants. Employers agree to provide on the job training and the State agrees to reimburse the employer for ½ of the participant's wages while they are employed. The employer also agrees that if a participant successfully completes the training program, they will be offered permanent, unsubsidized employment. The length of training is determined by the complexity of the occupation and need for training as determined by the Dictionary of Occupational Titles (DOT).

10. Describe the local Individual Training Account (“ITA”) system, including:

The Individual Training Account (ITA) system will utilize electronic technology coupled with a voucher system to finance training services for eligible adults and dislocated worker within the One-Stop system. The design and delivery of the training services offered by the Hawai'i County One-stop system are predicated on informed customer choice. The following local and State policies will be executed to maximize customer choice in the delivery of services:

- WIA funds spent for training of adult and dislocated workers will be provided through the ITA system.
- The LWIB, in conjunction with the State, will manage a list of training provider/programs that are eligible to provide training for ITA customer usage.
- A system of consumer information or consumer reports relating to the performance of training provider/programs will be accessible to all customers to ensure those training decisions are predicated on informed customer choice.

Limitations: Limitation on the amount of the ITA's will be based on the needs identified in the Individual Employment Plan. The LWIB has established an ITA ceiling amount not to exceed \$2,500.00 per year, no more than \$5,000.00 per two years. These ceiling amounts apply to registration and tuition fees only and do not apply to textbooks, uniforms, supplies, exams, etc. The Adult and Dislocated Worker Program Operators may, after approval and notification of the LWIB, lower this amount based on the availability of funds. Waivers, citing a justification, must accompany requests that exceed the ceiling amounts set. The LWIB's Oversight Sub-Committee will review all approvals and denials on a quarterly basis.

Procedures for payment to vendors: The LWIB has recognized the need to provide expedient payment to vendors who will be providing services.

Upon completion of the first full day training services, vendors will submit a billing on appropriate forms provided by the One-Stop Career system. The site supervisor will sign off and requisitions are forwarded to the State Department of Labor & Industrial Relations. Purchase orders will be forwarded to the vendors requesting payment. Once actual invoices are received from participating vendors, payment will be made. Monthly and quarterly reports are submitted to the Hawai'i County Office of Housing and Community Development (OHCD), the designated representative for the Grant Recipient.

Tracking of Payments: The tracking of payments will be the responsibility of the One-Stop Site Supervisor and the Case Managers in conjunction with the designated fiscal agent. Specific dollar amounts utilizing the ACCESS tracking system will identify when the ceiling is nearing and/or when it has been exceeded.

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: The Program operator will immediately determine suitable and available training opportunities provided by One-Stop mandated partners as well as secondary and tertiary partners. Note: The Hawai'i Community College's Rural Development Project has agreed to subsidize WIA when under the auspices of the Hawai'i Community College.

11. Identify all partners of the One-Stop system.

The following organizations are partners in the current Career Center system for the County of Hawai'i:

1. Vocational Rehabilitation and Services for the Blind Division (VRSBD)
2. Unemployment Insurance
3. Workforce Development Division (Wagner-Peyser Programs, TAA, Veteran Services)
4. Benefit, Employment and Support Services Division (BESSD)
5. Alu Like
6. Senior Community Service
7. HCEOC (Community Block Grant, Head Start, Economic Development, Transportation)
8. Hilo and Kona Community Schools for Adults
9. Office of Housing and Community Development – Section 8 Program
10. Maui Economic Opportunity
11. Hawai'i Community College
12. Department of Human Services - Welfare-to-Work (Formula and Competitive Grants)
13. Food Stamps Employment & Training Program

12. Provide a copy of the Memorandum(s) of Understanding (“MOU”) as described in WIA Section 121(c) between the LWIB and each of the One-Stop partners. [Ref: WIA Reg. 661.350(a)(3)(ii)] Each MOU must delineate:

As mentioned in Section III.2 the County of Hawai’i is in the process of revising current MOUs. Please see Appendix C for copies of current MOUs.

13. Describe the LWIB’s coordination with the following entities, if they are not partners in the county’s One-Stop system:

Community agencies, not mandate partners under WIA, are networked via various key community partnerships and our recently established Mayor’s Task Force.

Community partnerships including Judiciary, Corrections, Probation, private sector, faith-based organizations, Native Hawaiian Programs, are included in our Going Home Initiative (a community partnership that transitions the incarcerated reintegrating into the community)

Our Mayor’s Task Force Integrates workforce issues with transportation and housing. Participating agencies include: Housing, Mass Transit Agency, Research & Development, Planning Department, Hawai’i Community College’s Rural Development Project, post –secondary educational institutions, foster care, TANF, DOE , private sector, government and community leaders.

14. Describe how the particular workforce development needs of the following groups will be met, ensuring accessibility, nondiscrimination and equal opportunity, and consistency of service across the county: [Ref: WIA Reg. 661.350(a)(1)]

Operation Mainstream, a major initiative of the LWIB and BIWC, targets under-utilized populations and provides these services: outreach, intake, counseling, placement, testing, training, support, services, and follow-up. Desired outcomes include: enhance employability levels of these populations to meet the demands of business; and ensure that all target groups have equal access to all applicable services.

The One-Stop Operator (OHCD) and WDD Hawai’i Branch Manager will jointly ensure consistency of services to all target populations. All participants are afforded a grievance procedure centralized through the Workforce Development System.

a. dislocated workers:

Although unemployment rates have dropped over the past year, sporadic layoffs have occurred with this particular target. Returning to their similar occupations are often unlikely as these jobs have become obsolete. A

significant number of dislocated workers has low basic skills and/or are immigrants with limited command of the English language. This need is coupled with the need to have occupational skills training in a new occupation. Through a consortium of training providers, ITAs for tailored modules will be available to address these needs.

b. displaced homemakers:

This underutilized group usually re-enters the labor market with limited skills and low self-esteem. Intensive services such as workshops and self-esteem building sessions will be available to this population.

c. low-income individuals such as migrants and seasonal farm workers:

These individuals are identified via our One-Stop system's Wagner-Peyser staff. Companies employing this target group have been notified about available training programs and are encouraged to call the One-Stop Centers around the county. Their specific needs include: English as a Second Language skills, basic literacy and specific occupational skills. In most cases, however, many of these seasonal farm workers prefer to return to their respective companies for the next season.

d. public assistance recipients:

Co-located at our One-Stop facility are programs such as the Supporting Employment Empowerment (SEE) program and First-to-Work through the Department of Human Services. These programs address the multiple needs of this population providing work experience opportunities and supportive services.

e. women:

For several years, this County has made conscious efforts in advocating parity between genders. In particular, current employment and training programs advocate non-traditional employment for women. Statistical goals will continue to be placed on program operators to ensure that this equity is reached.

f. minorities:

Although our workforce does not consist of a majority, a few ethnic groups are under represented in several occupations. The primary reason is the basic skills deficiencies of immigrants in these ethnic groups. Specialized modules will be designed to address the basic skills, acculturation, and English as a Second Language needs.

g. individuals training for non-traditional employment:

In addition to comments in "e" of this section, non-traditional employment for males will be promoted via our One-Stop Centers island wide.

h. veterans:

Many veterans suffer from chronic disorders that affect their employability. Veteran staffs in the One-Stop system have the expertise and the resources to provide direct training and employment services as well as case management services as they undertake a series of employment preparation workshops. Needs of this population include, but not limited to: referral and counseling services, One-Stop intensive services, occupational skills training, and job development and job referral services.

i. individuals with multiple barriers to employment (including older individuals, people with limited English-speaking ability, people with disabilities):

Needs for these target populations usually centers around their unfamiliarity of the current labor market, specific job requirements, and the English language. Intensive counseling and individualized tutorial services will be an integral part of our strategy.

15. Describe the process for providing priority to public assistance and low income individuals for intensive and training services when adult program funds are limited. [Ref: WIA Reg. 661.350(a)(11)] What priority is given to veterans? What priority, if any, is given to underrepresented groups? What priority, if any, is given to employed people who earn below the self-sufficiency level?

Priority to public assistance and low income individuals: 85% priority of service has been established by LWIB irrespective of funding limitations. Program operators may apply a higher percentage, in consultation with the LWIB.

Priority to Veterans: WDD, as the principal operator of the Adult and Dislocated Worker Programs, strictly adheres to the veteran's priority policy (i.e. 48 hours hold on job orders for eligible veterans).

Priority to under-utilized groups: If individuals are accessed low income, they would fall under the 85% Priority of Service directive.

Services to the employed: Although the unemployed are given priority, special considerations are granted to the "working poor" or those working, but earning a family income under the federal poverty guidelines. Our LWIB policy states that those employed may be considered in the 85% Priority of Service category if a family's income is below 200% of the Federal Poverty Guidelines.

16. Describe how the LWIB will coordinate local activities with statewide rapid response activities. [Ref: WIA Reg. 661.350(a)(6)]

As the principal One-Stop Partner, WDD's Wagner Peyser staff coordinates the statewide and local rapid response activities for companies scheduled for shutdowns. Upon receiving a written notice from the affected company, local staff initiates contact with the employer to immediately arrange an orientation for staff and management. Through the general oversight of the LWIB, WDD, the Unemployment Insurance Division, and the One-Stop the appropriate One-Stop partners conduct joint orientation and enrollment sessions for affected workers on the employer's site at the earliest convenience. Those eligible and interested in program services are referred to the respective One-Stop partners are immediately provided the appropriate core services followed by intensive and training services as necessary. Our LWIB will ensure that gains on re-employment, re-entry wage rates, and retention rates are all measurable and quantifiable.

17. Describe the county's strategy for providing reemployment services to UI claimants most likely to exhaust benefits.

The Worker Profiling Program serves as a gateway to more intensive and training services for this population. Identified by the Unemployment Insurance Office, the targeted long-term employment insurance claimant and those most likely to exhaust benefits before returning to work are provided an array of readjustment and intensive services at the local One-Stop Centers.

18. Describe the competitive process that the LWIB uses to award grants and contracts for intensive services that are not provided by the One-Stop Job Centers.

Due to extensive networks, community partnerships established and in progress, there is a wealth of intensive services and activities available to eligible participants. If applicable, services are available through its mandated, secondary, or tertiary partners, appropriate services are secured at little or no cost that is usually absorbed through the resources of the Adult, Dislocated Worker and/or Wagner-Peyser Programs all co-located in our Big Island Workplace Connection.

Should a need be determined in the future, the County is prepared to conduct a competitive Request for Proposal bidding process.

V. YOUTH SERVICES

Please prepare a comprehensive Youth Services Plan, addressing the needs of both youth-in-need and all other youth, covering areas of education, vocation, and support services, the concept of continuous improvement.

Youth Council Vision: The Hawai'i County Youth Council's strategic vision reflects a comprehensive approach connecting the neediest youth with quality secondary and post-secondary educational opportunities, as well as employment opportunities in high growth industries.

The current RFP requires potential service providers to submit plans for service delivery to priority target groups. Plans also need to address how they will collaborate and partner with educational, employment, and economic development entities.

Youth Council Approach: The Youth council will serve as a catalyst for bringing together education, employment, and economic development opportunities for youth.

Youth Council members take active leadership roles in other youth organizations such as the Business-Education Partnership Council which shares and addresses similar youth issues and objectives. Efforts to serve the youth will be enhanced and accomplishments shared.

Program Design: The Hawai'i County WIA Youth Services Program objective will place emphasis on serving Out-of-School and At-Risk Youth. The focus is to serve the neediest youth, with priority given to out of school, high school dropouts, runaway and homeless youth, youth in and aging out of foster care, court involved youth, children of incarcerated parents, and migrant youth.

The funding allocation will be increased to at least 60% to serve out of school youth.

An eleventh program element, Financial Literacy Training, will be added to complement other life skills training.

Program Approach: The program will focus on easy access to alternative education opportunities and meet the demands of businesses. The program will focus on instilling life-long learning to prepare youths in becoming good workers, good family and community members.

A credentialing system will be implemented utilizing skills certification whereby a participant can receive an official state sanctioned certificate illustrating the participant's skills achievements.

In conjunction with the Youth Council's vision for comprehensive youth services, a Youth System Builders project will serve as a means for identifying, initiating, and coordinating employment, education, and economic development opportunities for youth. The Youth System Builders project will establish a coordinated youth service system to assist youth and the myriad of social service providers that inadvertently leave gaps of services due to program guidelines and/or limitations. This system will include the development of a resource guide/directory, listing all youth service providers related to employment and training of Big Island youths. It will map out services and other contact information including links to other related youth services.

The Youth System Builders project will also attempt to complement and/or supplement the Mayor's community improvement initiatives and programs.

The partnership between Hawai'i Community College, Hilo Community School for Adults, Department of Education, Workforce Development Division (Big Island Workplace Connection), and service providers will expand services to the youth program participants. It will include the development of Youth Empowerment Conferences, implementation of NovaNET (a pre-preparation GED computer-learning lab), website, and internships with various employers.

The youth empowerment conference will support the system building initiative by bringing various youth groups together to help design a vision, strategy, and specific objectives/action steps. These conferences will provide contextual learning experience to WIA youth program participants in the areas of planning, coordination, communication and implementation.

The implementation of NovaNET in various schools will provide youth dropouts with an alternative to obtaining their GED.

The web page will provide youths with a directory of service providers and links to other service providers. Employment options, labor market information, employer relations and career development will be accessible through the web page.

Internships with various employers will be developed and made available to the youth.

1. Describe the responsibilities the LWIB has delegated to the Youth Council. Provide a roster of your current Youth Council. [Ref: WIA Reg. 664.110]

The Youth Council is appointed by the Local Board in cooperation with the Mayor. The Youth Council will facilitate the development of collaborative initiatives and foster the creative use and leveraging of the full range of resources available in the community.

Please refer to Appendix D to find the list of current Youth Council members.

The Hawai'i County Workforce Investment Board has developed the following policy for the Youth Council:

- The Youth Council is a subcommittee of the Workforce Investment Board
- In order to allow for the easy flow of information for voting and concurrence items and to insure the stability of the Council, the Youth Council chair shall be a member, in good standing, of the Workforce Investment Board. The vice chair may be selected from the general membership of the youth council and need not be a part of the LWIB.
- The Youth Council shall be responsible for developing and writing the Youth Services section of the Five Year Local Plan, including the identification of target groups, setting priorities and time lines, identifying services and strategies for in and out of school youth.
- The Youth Council shall be responsible for developing, and advertising the RFP for the Youth Training and Employment Services
- The Youth Council will have total authority of selection of Youth Service Providers and the allocation of funds to those providers
- The Youth Council shall act in conjunction with the WIB as an oversight committee for youth service providers, and shall recommend changes, including extraction of funds, contract modifications, contract augmentations and contract extensions.

2. Define how the LWIB documents that a youth is “deficient in basic literacy skills.” [Ref: WIA Reg. 664.205]

The LWIB documents a youth as deficient in basic literacy skill through the Service Providers. Documents that define a youth deficient in basic literacy skills are kept in each clients file. The CASAS test is the assessment tool recognized by the LWIB for service providers to use to define youth deficient in basic literacy skills. Any youth's reading or math score below the 8th grade level defines a youth as deficient in basic literacy skills in Hawai'i County.

3. Define “requires additional assistance to complete an educational program or to secure and hold employment.” [Ref: WIA Reg. 664.200(c)(6)]

Any deficiency in the “soft skills” areas will determine a youth may need additional assistance to complete an educational program or secure and/hold employment. These soft skills may include but are not limited to areas such as learning styles, cultural acclimation or social skills, social or health issues that require medical attention and or counseling, (including homelessness or being

at risk for becoming homeless), lack of awareness of adult behaviors (youth subculture) lacking in vocational preparation that may require job coaching.

These soft skill deficiencies will be documented on the Individual Service Plan through observation, oral interview with the youth or parent, and school counselor or social worker data. Also, barriers to employment such as housing, transportation and drugs will require additional assistance.

4. *Identify the serious barriers to employment (eighth eligibility criterion for youth who are not low income) which will qualify up to 5% of youth who are not low-income individuals. [Ref: WIA Reg. 664.220(h)]*

Issues such as transportation, housing and drug abuse are identified as serious barriers to employment for all youth. Soft skills and poor job preparation are also considered as barriers. Youth who fall in these categories will be considered to qualify under the eighth eligibility criterion.

5. *Describe the competitive process that the LWIB uses to award grants and contracts to providers of youth activities.*

The HCWIB will initiate a grant process for reserved funds for youth through announcements in the local papers, radio, and internet, and release a formal RFP. The RFP process will follow the established procurement process already in place by the former DOL JTPA guidelines. Hawai'i County will release an RFP for In-School and Out-of-School Youth, with 60% of total funding designated to the Out-of-School population. The program year for the In/Out of School Youth programs will start September 1 and end August 31. The announcements will indicate the availability of funding in each category, the requirements for application, and method of selection. The RFP will also be released statewide.

The proposals will be considered and selected by an RFP Ad-Hoc Committee, weighing the factors that include performance on prior grants (if applicable), fiscal operation on prior grants (if applicable) and /or operational activity. Proposals will be considered against the criteria of efficiently targeting resources to areas of most in need and promoting effective use of the funds. Other areas that will be factored into the RFP will be the State criteria including compliance with the laws of the State, documentation of the ability to carry out the work of the contract, and other criteria as defined in WIA 112(b)(18)(B).

In all cases, the Youth Council and the LWIB will follow all applicable federal legislation, policy, and regulations, as well as all applicable state requirements, procurement laws and approvals.

**6. Describe and assess the type and availability of youth activities in the county.
[Ref: WIA Reg. 661.350(a)(7)]**

There are a number of initiatives taking place to service the youth in Hawai'i County. Most of these initiatives have limited funding with little or no larger affiliation outside of the local area. In the rural communities from Hamakua to Waimea there are over 30 youth agencies working with leadership development and self-determination of our youth. In West and East Hawai'i over 80 youth providers are listed as providing some kind of youth service. The long-standing youth organizations like the Boys' and Girls' Club and the Child and Family Services have been joined by newer, grass-roots groups advocating self-empowerment and leadership development of our youth.

An overriding theme behind many of these local youth groups is the desire to return to the traditional Hawaiian values and lifestyles. These values and lifestyles representing a strong familial foundation: support and respect your fellow human being as your own "ohana," or family and mediate conflicts through non confrontational means and the perpetuation of a "win-win" situation.

Overall, there are numerous, very positive, self-sustaining activities taking place on the Big Island. The challenge is to identify these local initiatives and communicate and share these resources to all youth in the respective regions.

In keeping with the Workforce Investment Act, the Youth Council has identified current and proposed youth program activities and made program and policy recommendations. The following activities will be available to youths in Hawai'i County. Also collaboration between service providers' and agencies listed in section IV.11 on page 19 will provide these necessary activities.

1. Preparation for postsecondary educational opportunities
2. Strong linkages between academic and occupational learning
3. Preparation for unsubsidized employment opportunities
4. Effective linkages with intermediaries with strong employer connections
5. Alternative secondary school services
6. Summer employment opportunities
7. Paid and unpaid work experience
8. Occupational skill training
9. Leadership development opportunities
10. Comprehensive guidance and counseling
11. Mentorship programs
12. Supportive services
13. Follow-up services
14. Financial Literacy Training

The One-Stop Centers serve as the central point for these activities to take place or be developed. A consortium consisting of mandated partners and various agencies developed within the One-Stop system provide or develop the activities necessary for the youth of Hawai'i County. Youth can be referred to the One-Stop to participate in some of these activities. Service providers also refer youths directly to each other to provide the necessary activities.

Hawai'i County service providers will deliver quality youth services with comprehensive guidance and counseling. Comprehensive guidance, counseling and comprehensive services are based on individual assessment. Our services for youth have been directed by individual needs. Using standardized assessment tools and structured interviews an individual service plan is developed for every youth served. Where appropriate, a recent assessment of the participant is incorporated into the current objective assessment. This assessment may have been done by the local high school, community college, or other counseling service. The assessment addresses all of the areas outlined in the act.

The findings of the assessment are used to develop a service plan. The youth is intimately involved in this process. Each youth's individual talents, circumstances, needs and goals are the driving force in the development of their service plan. Where appropriate, a previous, relevant service plan may be incorporated into the current plan. This plan is adaptive, and changes with the growth of the individual. As the youth progresses through the program the plan is adjusted to reflect the changing needs of the individual. When needed services are not directly available through the program serving the youth, referrals are made to other organizations that can help.

Along with keeping the practices that work well for our youth, the Youth Council will add to the scope and effectiveness of the assessment process. It will promote the development of individual career plans for all youth in middle school. The Youth Council will support efforts to share relevant information across organizations serving a common youth. The Youth Council will also continue to identify providers of youth activities through ongoing youth system building initiatives.

- 7. Describe how local agencies cooperate to provide youth with needed services on a seamless, continual basis throughout the individual's developmental years. Describe planned innovations in the collaborative delivery of services to youth. Does the Local Area give extra points to proposals from coalitions of providers using collaborative strategies to provide youth services? Does the Local Area use contract negotiations to cement collaborative ties between agencies? Describe improvements in the collaborative delivery of services to youth in the past five years.***

To encourage coordination of comprehensive services, the Youth Council will include representatives from the foster care system, traditional and non traditional educational facilities, the juvenile justice system, Alu Like, Job Corps, and the Welfare system through local agencies. With the inception of welfare reform, it has become imperative that divergent agencies join together to form committees to strategically plan and implement the Welfare Reform policies in Hawai'i County. These agencies are also members of the Youth Council. The Youth Council will continue to receive community input from the variety of youth programs.

The Youth Council will appoint a **Special Needs Subcommittee** to assess the current and unmet needs of youth with special needs. Recommendations were made to assist youth the special needs or barriers to employment. The recommendations are designed to integrate work with education and training, including comprehensive support services, post-employment and retention services. Service delivery for foster youth will start in the One-Stop Career Centers in Hilo and Kona. One-Stop Career Center staff will conduct an assessment and make appropriate referrals to service providers.

Job Corps is not formally represented on the island of Hawai'i. However, the Youth Council has made a special effort to include Job Corps on the board and to develop a relationship with them through the One-Stop career centers. The Job Corps office in O'ahu will send a representative to the Youth Council meetings, and to the Hawai'i County One-Stop career centers on a monthly basis where they will give presentations, recruit, and interview referrals from the One-Stop career centers. Job Corps will escort youth (18 to 21 years of age) to the airport and take them to and from the Job Corps site on O'ahu for orientation and registration.

The Hawai'i County WIB will apply for available youth funding in the next few years. The proposed target areas (we have six state-designated Enterprise Zones on the island of Hawai'i) have high youth unemployment and drop out rates. The Youth Council will work closely with existing providers to coordinate appropriate services under Hawai'i County's youth training system. This youth council will also facilitate and coordinate efforts provided by other non-WIA youth operators. If awarded, other non-WIA grants, the LWIB and Youth Council will utilize funds to support community youth centers to centralize most of the youth activities described in our local plan. Youth specialists will be employed to provide extensive services to community youth centers island-wide.

A particular focus of the youth programs will be with adjudicated youth. The Judiciary, Prosecutors Office, and Police Department will be an integral part of this strategy. Leadership development, mentors, and community service alternatives will be made available both as preventive measures as well as

sentencing options for the Courts. Up to ten (10) percent of the out-of-school participants will be enrolled in this component.

The Youth Council will continue to coordinate and collaborate services with other youth programs including Alu Like, Boy and Girls Clubs, YMCA, YWCA, 4-H, Independent Living Programs through Salvation Army, and Division of Vocational Rehabilitation and Services for the Blind. The Youth Council will also be seeking policy recommendations from these members and community partners.

The Youth Council will develop a comprehensive array of services by strengthening the current links between service providers and expanding the links of resources for our youth throughout the community. The Youth Council will promote the involvement of parents, private enterprise, civic organizations, and youth organizations to join the community partners from government. Throughout the development of these links, the Youth Council will facilitate a multi disciplinary, community-wide, collaborative approach to support youth in transition to the workforce and continued education and training.

Local agencies will continue to cooperate with and refer youth clients to the service providers who develop and house programs such as youth system building, NovaNET and summer employment. The service providers will continue to implement collaborative delivery of services to the program eligible clientele. Service providers have forged collaborative ties with other agencies on a voluntary basis. Increased involvement of the One-Stop Partners in addition to the continued efforts of the service providers to develop and implement youth programs will help to ensure continued improvements in the collaborative delivery of services to the youth.

Requests for Proposals will be issued for youth services that include strong private sector connectivity, leadership, mentorship, community service and peer modeling. Local, state and nationally renown role models and exemplary youth programs will be sought to augment services to our youth. The current RFP strongly encourages a write up on how to collaborate with other agencies and the standard rating of proposals awards points for collaboration.

- 8. Separately describe the activities of the LWIB's comprehensive plan for a) in-school youth and b) out-of-school youth. Describe how each of the activities will be accomplished. Describe the year-round program, including the summer component. Describe how any coordination occurs with the agencies listed at IV.11.**

The WIA Youth Program in Hawai'i County is designed to provide a comprehensive employment and training program to Out-of-School younger youth ages 14-18 and older youth ages 19-21 and In-School at-risk younger youth who are low income and are facing serious barriers to academic

achievements and employment. Priority is given to program eligible youth who are most in need of services, such as youth at-risk for academic failure or dropping out, runaway and homeless youth, youth in foster care (especially youth who are aging out of foster care), adjudicated youth, youth whose parents are incarcerated, and migrant youth.

The Out-of-School Younger Youth program focuses on skills attainment (basic, work readiness, occupational), attainment of a high school diploma or equivalent, and placement and retention in post-secondary education or advanced training, jobs, military service, or apprenticeships. The Out-of-School Older Youth program focuses on entered employment, employment retention, and increase in average employment earnings. An additional goal for Older Youths is to obtain a credential such as a high school diploma, GED or equivalent, college degree, or industry-recognized certification.

The In-School Youth Program is designed to provide opportunities for participants to gain study skills and basic skills necessary to succeed in their traditional academic environment; as well as life skills necessary to make personal choices and decisions as they relate to career path opportunities in education and employment

One-Stop System:

Connections between the One-Stop system and youth service providers facilitate the coordination and provision of youth activities, connections to intermediaries with links to the job market and employers, and access to information about WIA youth programs and other youth service providers. Services consist of intake, objective assessment, individual service strategy development, and information and referrals to appropriate training providers.

Eleven Program Elements:

The Eleven program elements are grouped around 4 major themes:

1. *Improving educational achievement:* Tutoring, study skills training and instruction leading to secondary school completion, including dropout prevention strategies
2. *Preparing for and succeeding in employment:* Summer employment opportunities; Paid and unpaid work experience; Occupational skills training; and Financial literacy training
3. *Supporting youth:* Supportive services; Mentoring; Follow-up services; and Comprehensive guidance and counseling

4. *Offering services intended to develop the potential of young people as citizens and leaders: Leadership development opportunities.*

The Youth Council determines the extent to which the eleven program elements are available and/or already being provided in the local area through a combination of resource mapping, competitive selection of providers, or through community partnerships. On-going relations are established with providers of non-WIA funded activities either through case management, MOUs or other means.

Program Initiatives:

The Hawai'i Community College and the Hilo Community School for Adults-- in partnership with the Workforce Development Division, Big Island Workplace Connection, and the service providers--expands services to the existing youth participants by initiating youth empowerment conference island-wide and the implementation of NovaNET which is a pre-preparation GED computer-learning lab. The computer software program allows participants to obtain non-traditional pre-preparation to GED or school credit toward graduation.

Youth empowerment conferences provide contextual learning experiences to current WIA participants in the areas of planning, coordinating, communicating, and implementing. Youth participants plan and implement conferences consisting of youth and businesses developing high-school internship/mentoring programs to be implemented island-wide. The desired outcomes of these empowerment conferences are:

- Establish awareness and gain commitment to Internship (credit/stipend) component,
- Establish awareness and gain commitment to mentorship programs for youth,
- Publish a Youth Employment & Training Resource Directory,
- Establish a communication network on employment opportunities for youth and stakeholders, and
- Secure chamber of commerce and business involvement.

Youth System Builders:

The Youth System Builders initiative enhances the WIA employment and training system for in-school and out-of-school youth by developing a partnership with DOE officials, Big Island Workplace Connection partners, employers, youth, youth-oriented agencies, and all other pertinent youth stakeholders. This initiative also identifies funding sources that directly support additional youth employment and training initiatives.

9. Describe how the LWIB will ensure that 40% of total youth funds will be directed to out-of-school youth.

The LWIB designated 60% of the total youth funds towards the Out-of-School youth program. The RFP designated 60% of the total youth funds towards the Out-of-School youth program.

10. Describe the youth program(s)' connections to the county One-Stop system.

The Hawai'i County WIB uses the Hawai'i County One-Stop Career Center service delivery mechanism to effectively connect workforce services available in the local areas. The HCWIB is positioning its One Stops to become a place for youth to begin to navigate their way into the world of work. Such strategies for the Hawai'i County One-Stop Career Center System include:

- Supporting existing youth infrastructure to modify or augment youth services that are consistent with WIA
- Providing services to youth based upon their individual needs assessment
- Providing additional support for youth to stay in school through intensive services
- Providing tutoring and mentoring services through the One-Stop system
- Providing Intensive services to out of school youth ages 16- 21
- Providing Career Awareness and Labor Market Information
- Connecting youth to the community colleges through workshops and seminars for the youth and their parents
- Connecting youth to other postsecondary education and training opportunities through on site seminars for youth and parents to better access the educational and vocational system, such as Job Corps and Community College
- Conducting outreach efforts island wide by utilizing the radio and other youth media and other methods to recruit the out of school youth
- Collaborating with partner agencies such as WIC, DVR, and DHS to identify and deliver better services to out of school youth
- Establishing linkages with middle schools and high schools, community-based youth organizations and school-to-work systems
- Connecting employers specifically to youth with special needs
- Providing a means for youth development in the areas of leadership and citizenship
- Providing an environment where youth can participate in "occupational exploration" so as to determine interest and provide guidance with better program selection
- Provide youth a comfortable environment where youth can discuss barriers at school or home with a caring adult or mentor so as to

begin the process of identifying potential or existing barriers to employment

- Provide on going mini workshops for youth on resume preparation, applications, and interviewing techniques that are directed at their age appropriate learning
- Collaborate with existing resources to better facilitate out of school youth accessing the programs to allow them to complete a GED or CBHSD.
- Facilitate connecting youth from other countries with appropriate ESL (English as a Second Language) programs and assistance
- Facilitate a means for young adults to meet with similar young adults to form support groups (i.e. Teen Parents, Youth with Disabilities etc.)
- Provide a Health linkage for youth who lack health services and a safe place to talk about health issues as they relate to employment
- Recognize that physical well-being plays an important role in an individual's mental health, and provide access to recreational activities through posting and sign ups from recreation centers and groups
- Develop a "life skills" curriculum that can be implemented in modules that youth can access regularly to assist them with basic decision making and strengthen their ability to be good citizens
- Facilitate access to work permits and child labor laws
- Through strong links with the employer community provide youth with information on employers hiring trends relative to the hiring of youth
- Coordinate summer youth services for youth 14-21 years of age
- Coordinate internships year round for in school and out of school youth

11. Describe the LWIB's workforce-related prevention strategy towards lessening school dropout rates.

The LWIB will address this area through internships, mentoring, and NovaNET.

12. Describe the LWIB's strategy for providing youth participants with a broad spectrum of employment experiences to help shape career paths.

The LWIB strategy will be to create job fairs, youth forums, career fairs, web page, and internships.

13. Describe the LWIB's strategy for providing youth participants access to career, employment, and labor market information.

The LWIB will provide job fairs, youth forums, career fairs, web page, and internships in addition to promoting the services of the One-Stop Center.

VI. OTHER SERVICES

1. *Describe steps you will take to encourage participants to seek further training to prepare them for higher paying jobs; e.g. , place in higher education or apprenticeship.*

The LWIB will take the following steps:

- Encourage post-secondary institutions to increase enrollment and encourage BIWC partners to enroll participants in post-secondary institutions.
- Encourage workers through employers to utilize One-Stop Resource Center.
- Publicize apprenticeship programs *i.e.* construction exposition.

2. *Describe how faith-based and community-based organizations will be included in your workforce investment system.*

- Through the Community Alliance Partners the LWIB will continue support to Faith Against Drugs, Under His Wings, Office of Social Ministries, and other faith-based organizations.
- Through the Pahoia Weed & Seed initiative, continue support and collaboration with the Puna Roundtable (20 social service agencies)
- Continue work with the Mayor's Task Force, Going Home initiative and the community-based organizations that support the ex-offender reintegration program.

3. *Describe your other services, activities and projects not described elsewhere in this plan.*

- Through the Department of Education our community alliance supports the following initiatives:
 - Journey Through the Universe
 - HELCO Internship Program
 - Programs for Pilot training
- Through the Hamakua Economic Development Taskforce support the employment and training needs of the timber/forestry industry.
- Continued support of Mayor's Taskforce which includes housing and transportation issues related to employment.

VII. PERFORMANCE GOALS AND LEVELS

The performance levels for the State apply to all the Local Areas. Insert the sheet below into your plan. [Ref: WIA Reg. 661.350(a)(4)]

Hawaii's Negotiated Performance Levels, 2005-2007

		PY 2005	PY 2006
ADULT	Entered Employment Rate	75%	76%
	Employment Retention Rate	82%	83%
	Earnings Change	\$4,000	\$4,100
	Employment and Credential Rate	58%	59%
DISLOCATED WORKER	Entered Employment Rate	80%	81%
	Employment Retention Rate	84%	85%
	Earnings Change	-\$1,995	-\$2,015
	Employment and Credential Rate	61%	62%
OLDER YOUTH	Entered Employment Rate	76%	77%
	Employment Retention Rate	79%	80%
	Earnings Change	\$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%

Although Local Areas will be collecting and reporting data for the new Common Measures, there are no performance levels that must be met this program year.

1. ***Provide a LWIB assessment of its Adult and Dislocated Worker WIA Performance Measures for the first five years of the WIA program, including a discussion of the LWIB's level of satisfaction with the outcomes and plans for meeting future targets. Please include the following.***

- a. ***Description and assessment of the type and availability of adult and dislocated worker employment and training activities in the county. [Ref: WIA Reg. 661.350(a)(5)]***

Adult Programs: The Workforce Development Division operates a number of adult programs island wide. An economically disadvantaged adult program is geared towards assisting adults with low skill levels and limited work experience. Workshops, employability testing, counseling, training modules, support services, work experience and on-the-job training components are all accessible to eligible individuals. Partnerships with the Department of Education, Hawai'i Community College, and the Technology Resource

Institute all provide easily accessible training modules that are consistent with their employment plan.

Adults over 55 years of age are served by Hawai'i County's Senior Employment Program and the Workforce Development Division's Hilo Office. All participants must be economically disadvantaged and willing to accept part-time or full-time employment.

A number of agencies and community-based organizations serve the disadvantaged populations in particular, the welfare recipients. They include: Hawai'i County Economic Opportunity Council, Department of Human Services' First-to-Work Units, Insights to Success, and Hawai'i Island Social Ministries.

Alu Like has similar programs for part-Hawaiian participants who are economically disadvantaged. In this program, some participants are able to receive payments while attending a post secondary educational institution.

Persons with disabilities are served by or coordinated through the Division of Vocational Rehabilitation. This One-Stop partner works with a number of private, non-profit agencies who specialize in sheltered workshop environments with the eventual objective of main streaming their customer into the general workforce. Please note that all persons with disabilities, irrespective of their referral source or eligibility to a particular program, will be considered for all services under our One-Stop system.

Individuals enrolled in substance treatment programs are served by the Big Island Substance Abuse Council, a private, non-profit organization that has proven its leadership in this arena.

An Employment & Training Fund Program affords incumbent workers the opportunity to take training courses that directly reinforce their current and future employment goals. Initiated by their employers, employees enroll in a variety of courses already pre-approved.

In sum, the types and availability of adult programs in Hawai'i County are quite expansive. Due to the multiple needs of this diverse population and limited funds available under WIA, supporting and enhancing existing services through a better coordinative approach will be a priority.

Dislocated Workers: With the initial sugar plantation closures in 1992, an Employment and Training Task Force was formed to address the myriad of needs faced by our dislocated worker population. This target group has had the opportunity to enroll in sequential, contextual learning modules that provide basic education and occupational training in a working context.

The Workforce Development Division serves this population via a formula grant allocated to local areas.

The Worker Profiling Program serves as a gateway to more intensive and training services for this population. Identified by the Unemployment Insurance Office, the targeted long-term unemployment insurance claimant is provided an array of readjustment and intensive services at the local One-Stop career centers.

The Hawai'i County Economic Opportunity Council operates employment and training programs for the disadvantaged and dislocated worker populations. In tandem with WDD Hawai'i Branch, HCEOC provides a number of on-the-job training opportunities island wide.

In addition, the Hawai'i Human Development and Network Enterprises have been assisting this population in the rural areas.

Many needing support services as accommodated through a rich network of service providers offering services such as: emergency housing, relocation, transportation, legal services, entrepreneurial consulting, emergency food, substance abuse counseling, etc.

In sum, the infrastructure to serve this dislocated worker population is very sound. Better coordination via the expanded One-Stop system will be a priority. Added emphasis will be placed on occupationally specific training that complements the demand occupations stated earlier and current economic development initiatives.

b. Assessment of the county One-Stop system's strengths and weaknesses.

The Career Center's strengths are:

- Commitment to excellence in delivery of services where every effort is made to keep the Career Centers customer focused and services streamlined and integrated.
- Strong and long-standing partnerships and collaboration that are brought together under WIA to better serve the same customer with many services
- Commitment to staff training and development so each team member has more than adequate tools and skills to serve the client, and prevent job burn out. The LWIB is committed to ensuring that program operators and staff are credentialed and certified to provide these services.
- Commitment to technology and using technology to service, track, and provide professional and updated information to both the customer and

staff. Primary labor exchange and job training activities tracking will be possible state wide and locally.

- There is strong connectivity to our overall school-to-work strategy island wide. Through the Business-Education Partnership and Workforce 2000, a solid infrastructure addresses the needs of all students.
- Strong input from private sector on several tiers. Via the LWIB, Workforce 2000, Kahua 'Oihana, Employment & Training Task Force, West Hawai'i Business Resource Council and the East Hawai'i Job Service Employer Committee, employer and job seeker input is readily available.
- Solid commitment from all our mandatory and optional partners.
- Multiple programs already under one roof: Wagner-Peyser, WIA Adult, Dislocated Worker and Youth Programs, Veteran Programs, Employment & Training Fund Program, Welfare-to-Work Formula Program, Worker Profiling, and Unemployment Insurance.

The Career Center's weaknesses are: Lack of funding has caused reduction of services, increased caseloads, and the closing of a satellite office.

c. Identify planned improvements and capacity building, including a timeline and description of how this will incorporate the LWIB's vision and goals described in Section I.

- Having Sub-Committee members prepare and present reports to the general membership
- Utilize tax-exempt status of the Hawai'i Island Workforce Economic Development Ohana, Inc. to apply for additional funding to support employer outreach & services, labor force pool expansion, technology update, and capacity building
- Utilize Reed Act funding to enhance services to customers.

2. Provide a LWIB assessment of its Older Youth and Younger Youth WIA Performance Measures for the first five years of the WIA program, including a discussion of the LWIB's level of satisfaction with the outcomes and plans for meeting future targets. Please include the following.

- a. Description and assessment of the type and availability of youth activities in the county. [Ref: WIA Reg. 661.350(a)(5)]*
- b. Assessment of the county service delivery mechanism's strengths and weaknesses.*

- c. *Identification of planned improvements, including a timeline and description of how this will incorporate the LWIB's vision and goals described in Section I.*

The Younger Youth Skill Attainment Measure is an area of concern for the HCWIB. The HCWIB is very committed to our responsibility to performance measures. We believe still that with skill attainment, it is MIS/data flow/reporting issue, not a performance issue and will continue to do what we need to make it work. While we are also double checking data entry, clarifying our understanding of the measures and keeping on top of our "In Box" which sends us tickler notices, we will continue work closely with service providers to attain all performance/common measures. Through monthly reports submitted by service providers, the LWIB can monitor performance more accurately and timely.

Through all of this, it is also important to communicate how increasingly difficult it is to provide effective, quality services with a steady decrease in funds. The LWIB and Youth Council are committed to seek other sources of funding to assist the youth.

VIII. MONITORING AND EVALUATION

- 1. Describe how the LWIB ensures the continuous improvement of the One-Stop Job Centers, eligible training providers, and service providers. Include descriptions of the quality assurance provisions in contracts, interim indicators of achieving performance levels, technical assistance, training, minimum operating guidelines, monitoring, incentives, and method to ensure contract compliance.***

The LWIB will ensure continuous improvement of the One-Stop Centers as described in section I.3.

The LWIB will be seeking new ways to bring new an innovative employer services into the One-Stop career center system so as to encourage employers to use these sites for their business and employment needs as described in Section I.3.

Ongoing staff development is a priority, and LWIB will be working with the colleges, who are also LWIB members and One-Stop partners, to develop new and innovative training program for line staff.

- 2. Please describe how the LWIB ensures the quality of its One-Stop Job Centers, eligible training providers, and service providers, including a description of the following:***

Frequency, scope and method of monitoring services, contract compliance, and performance: Quarterly monitoring and reviews of the Adult and Dislocated Worker Program and the One-Stop services will be conducted. Although dates will be agreed upon in advance, participant files will be requested on a ransom basis. Submittal and review of performance outcomes reports will be monitored closely. Technical assistance will be provided upon request and as needed.

How the LWIB provides feedback to providers about their performance, particularly with respect to their contribution to the LWIB meeting its targeted Performance Measures: Performance measure outcomes will be monitored on a monthly basis and when quarterly reports are provided. Feedback will be provided through regular program reviews and at regular monthly Board meetings. If there are chronic problem areas, the LWIB Oversight Committee would convene to assist providers in addressing these issues.

At what intervals the LWIB provides feedback and follow-up: Feedback occurs on at least a quarterly basis when quarterly reports are issued. Follow-up would occur when ongoing problem exist on an ongoing basis.

How the LWIB identifies effective and ineffective providers, and what is done with this information: The LWIB would be able to identify effective/ineffective providers based on performance outcomes, customer satisfaction reports and by input from the One-Stop Partners. It would be brought to the Board for discussion and should a need be determined in the future, the County on behalf of the LWIB would be prepared to conduct a competitive RFP bidding process.

3. What are the LWIB's plans for quality control of data used in the calculation of Local Area Performance Measures, including timely and accurate data collection and entry? Please describe the frequency, scope, and method of monitoring data entry. What ensures that corrective action is taken?

As described in III.3a, based on outcomes from a training conducted by Social Research Policy (SPR), we were able to assess and redefine areas of data flow and data entry that needed attention. We have since made adjustments to work more efficiently and effectively. Reports have been revised and expectations for data and timeliness have been clearly defined. We are in the process, through technical assistance being provided by the state, of developing our methods of monitoring this data flow/entry and that corrective action is taken when necessary.

IX. BUDGET

1. Attach your currently approved WIA budget.

Please see Appendix A – Grant Agreements and Supplemental Agreement.

The currently approved WIA budget is a part of the Grant Agreement and Supplemental Agreements for PY 2005-2007. Budgets for each funding stream: Adult, Dislocated Worker, Administrative, and Youth are attached to each individualized agreement.

2. Identify all other amounts and sources of funds that support your activities.

There are currently no other sources of funding that support the LWIB's activities.

X. LOCAL PLAN DEVELOPMENT PROCESS

- 1. Describe the process used to ensure public comment on and input into the development of the local plan. Include a description of specific steps taken to include input from members of businesses and labor organizations.***

The Executive Committee of the LWIB was designated as the Ad Hoc Committee that would draft the Local Area Two Year Plan for PY 2005-2007. This group, through its membership, represented members of local businesses and labor organizations. Upon completion and approval by the Board, the plan was posted for public comment for a 30 day period to address provisions of the Sunshine Law.

- 2. Describe how comments were considered in the plan development process.***

Comments from the Executive Committee members were considered in the planning process through an open facilitated process of plan development.

- 3. Summarize and include as an attachment public comments on the draft Local Area Plan, particularly those that express disagreement with the plan. Please include information on LWIB response to the comments.***

No public comments were received during the posting period of November 7, 2005 to December 7, 2005.

XI. PLAN MODIFICATION

Formal modifications to the local plan are to be submitted to the WDC when:

- 1. there are significant changes in local economic conditions,*
- 2. changes in partner-provided services,*
- 3. changes to the LWIB structure, or*
- 4. strategies need to be revised to meet performance goals.*

XIII. REQUIRED ATTACHMENTS

1. Any agreements. (Referred to in Section III.2. and IV.1.)

Please refer to Appendix A.

2. One-Stop Memorandum(s) of Understanding between LWIB and One-Stop partners. (Requested in Section IV.II.)

Please refer to Appendix C.

3. Youth Council Roster.

Please refer to Appendix D

4. Any public comments regarding the draft Local Area Plans, including those that express disagreement with this Local WIA Plan and information regarding the LWIB's actions towards addressing them. (Requested in Section X.3.)

No public comments were received during the posting period of November 7, 2005 to December 7, 2005.

List of State of Hawaii Grant Agreement(s) for Program Year 2005 - 2007 with the County of Hawaii:

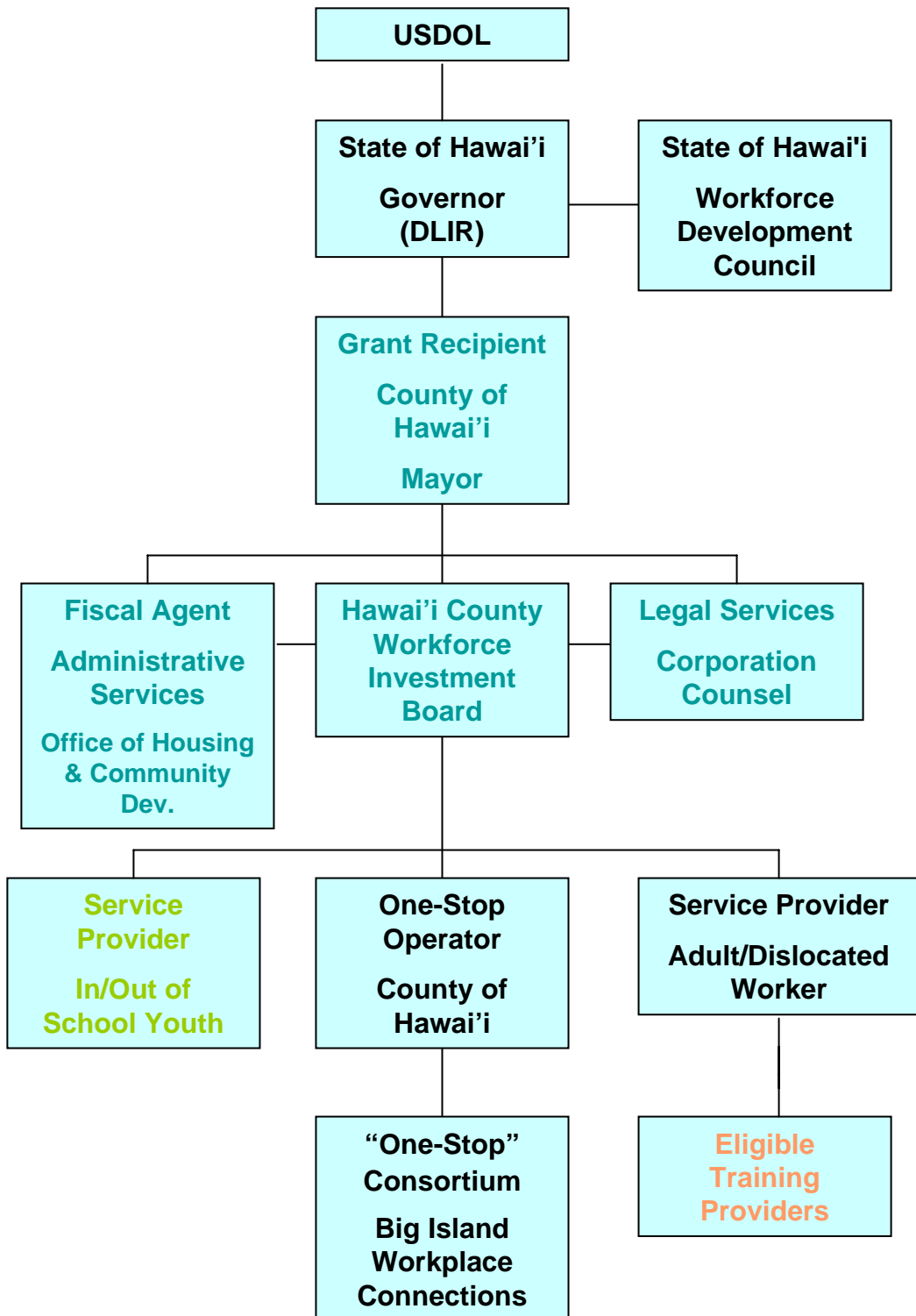
Grant Agreements for Program Year 2005 - 2007

- Administrative – WIA-05-LAC-H
- Adult Program – WIA-05-AP-H
- Dislocated Worker Program – WIA-05-DWP-H
- Youth Program – WIA-05-YP-H

Supplemental Agreements No. 1 for Program Years 2005 - 2007

- Administrative – WIA-05-LAC-H
- Adult Program - WIA-05-AP-H
- Dislocated Worker Program – WIA-05-DWP-H

Workforce Investment Act Relationships



County of Hawaii Workforce Investment Act List of Individual Memorandum(s) of Understanding for Program Year 2004-2006:

- Department of Education Community School for Adults
- Hawaii Community College
- Alu Like, Inc.
- County of Hawaii Office of Aging
- State of Hawaii Workforce Development Division
- State of Hawaii Department of Human Services
- State of Hawaii Unemployment Insurance
- County of Hawaii Office of Housing and Community Development
- State of Hawaii Vocational Rehabilitation Division
- Hawaii Economic Opportunity Council

Hawaii County Workforce Investment Board			
AFFILIATION: B= For Profit Business; N= Non-profit Organization; G= Government; L=Labor; O=Other			
10/18/2005			
	Aff	Member	Organization
1	B	Garson, Alan (Chair)	Pres., G&G Consultants
2	N	Gleason, Michael	Pres. & CEO, The Arc of Hilo
3	L	Gorospe, Elmer	Bus. Agent, ILWU Local 142
4	G	Hanagami, Blayne	Br. Mgr., Big Island Workplace Connection
5	G	Hashimoto, Bert	Br. Mgr., DHS-BESSD-EHS
6	G	Inoue, Alvin	Br. Mgr., Unemployment Insurance
7	B	Kanemoto, Wayne	Owner, Kanalani Enterprises, LLC
8	G	Kenney, Rebecca	Dean, OCET, Hawaii Community College
9	N	Kurokawa, Carla	Prog. Dir., Alu Like, Inc.
10	G	Lee, Alison	Isl. Mgr., Div. Vocational Rehab
11	B	Lee, Warren	Mgr., Hawai'i Electric Light Company
12	G	Levin, Andy	Ex. Assis., COH Mayor's Liaison
13	B	Maiava, Debra	Owner, Ken's House of Pancakes
14	N	Manliguis, Larry	Deputy Director, HCEOC
15	N	Marquez, David	Exec. Dir., Kealakehe Ahupua'a 2020, Inc.
16	B	Mathews, Gay	CEO/President, N. HI Community FCU
17	B	McGuffie, Mark (Vice-Chair)	Ulumau, L.L.C.
18	B	Moran, Kelly	Realtor/Broker, Hilo Brokers Ltd.
19	B	Mukai, Dwayne	Financial Advisor, Morgan Stanley, Inc.
20	B	Nagao, Irene	Sole Prop., Weekenders
21	B	Oshiro, Clyde	Owner, Clyde Oshiro, CPA
22	B	Pacheco, Dawn	Corprate HR Adminstratr, HI Planing Mill
23	G	Paik, Leonard	Prin., Hilo Community School for Adults
24	B	Perry, Delan Rusty	Owner, Volcano Isle Fruit Co Inc
25	B	Rockwood, Gary	Dir. Of HR, Hapuna Beach Prince Hotel
26	G	Sakaguchi, Sandra	Campus Planner, UH West Hawai'i
27	N	Stevens, Makani	Coordinator, North HI Outcomes Project
28	G	Takata, Valarie	Area Superintendent, DOE, Hawai'i District
29	B	Taniguchi, Toby	Vice Pres. Operations, KTA Superstores
30	O	Todd, Steve	

Hawaii County Youth Council			
AFFILIATION: B= For Profit Business; N= Non-profit Organization; G= Government; L=Labor; O=Other			
10/18/2005			
	Aff	Member	Organization
1	G	Chong, Joan	UH Cooperative Extension Service
2	B	Garson, Alan	Pres., G&G Consultants
3	N	Gingo, Glennon	Kohala Center
4	G	Hanagami, Blayne	Br. Mgr., Big Island Workplace Connection
5	B	Kanemoto, Wayne (V-Chair)	Owner, Kanalani Enterprises, LLC
6	N	Kurokawa, Carla	Prog., Dir., Alu Like, Inc.
7	G	Levin, Andy	Ex. Assis., COH Mayor's Liaison
8	N	Makaimoku, Marion	Career Academy Coord., Kam Sch. HI Campus
9	N	Marquez, David	Exec. Dir., Kealakehe Ahupua'a 2020, Inc.
10	B	Moran, Kelly	Realtor/Broker, Hilo Brokers Ltd.
11	B	Nagao, Irene (Chair)	Sole Prop., Weekenders
12	G	Narimatsu, Sara	Prog. Admin., Hawai'i Community College
13	G	Naumann, Pam	Family Support Services of W. Hawaii
14	N	Pacheco, Denise	Salvation Army
15	G	Paik, Leonard	Prin., Hilo Community School for Adults
16	G	Sasaki, Lori	Kona Branch Mgr., WDD
17	G	Takata, Valerie	Area Superintendent, DOE, Hawaii District
18	N	Tsuneda, Randy	Prog., Mgr., Queen Liliu'okalani Child. Ctr