

**The Honorable Linda Lingle
Governor, State of Hawaii**

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The Honorable Linda Lingle
Governor, State of Hawaii
State Capitol
Honolulu, Hawaii 96813

Dear Governor Lingle:

I am pleased to transmit the Workforce Development Council's *2008 Report to the Governor*. The Council is encouraged that concrete activities are underway by workforce stakeholders towards implementing the strategies described in our 2007 report. The innovation initiatives introduced in the 2007 legislative session provided significant momentum for this effort. This year's report documents 2007 progress towards:

- Strategy #1 improving the preparedness of current students to enter the workforce,
- Strategy #2 upgrading the skill level of those in the current workforce, and
- Strategy #3 expanding Hawaii's labor pool,

and recommends that work continue.

A great deal of work remains to be done, and we look forward to continuing these initiatives for the betterment of Hawaii's people.

Sincerely,

Gregg Yamanaka, Chair
Workforce Development Council

Report to the Governor 2008

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Executive Summary

This *2008 Report to the Governor* provides the current status of workforce development in Hawaii.

Hawaii continues to suffer from a severe labor shortage, due in part to an unemployment rate averaging 2.1% this past year. In addition, the “baby boom” generation is nearing retirement, with only half the replacement number of workers becoming available from the state’s high school and college students. The role of workforce development in Hawaii’s economic development is discussed in Section 1 of this report.

A number of innovation initiatives are underway that address this labor shortage. Section 2 provides an overview of workforce development programs in Hawaii and their funding sources. About \$2.6 billion annually is spent in the public sector on workforce development, with all but \$77 million supporting the Department of Education and the University of Hawaii System.

In its *2007 Report to the Governor*, the Council identified three strategies to advance workforce development in Hawaii. The three strategies are:

Strategy #1 Improve the delivery of timely education and training to prepare current and future workers for high-skill occupations.

Strategy #2 Focus more attention on upgrading the skills of incumbent workers.

Strategy #3 Expand the labor pool in the face of a long-term labor shortage.

Section 3 of this report highlights progress in furtherance of these strategies in 2007, and provides WDC recommendations for action in 2008.

Section 4 covers activities undertaken by WDC during 2007, which included reports and briefings that assisted employers and policymakers, assistance in securing \$10 million in Reed Act Funding, participation in career fairs and other career-building activities, and completion of activities for the Workforce Investment Act and the Legislature.

Section 5 looks to 2008, when WDC plans include a compilation of supply/demand studies of key occupations, the creation of tools for employers to assist in expanding the labor pool, coordination of programs that assist at-risk youth, an update to the Workforce Development Strategic Plan for Hawaii, and other activities associated with implementation of the Workforce Investment Act and effective use of Reed Act funds provided in 2007.

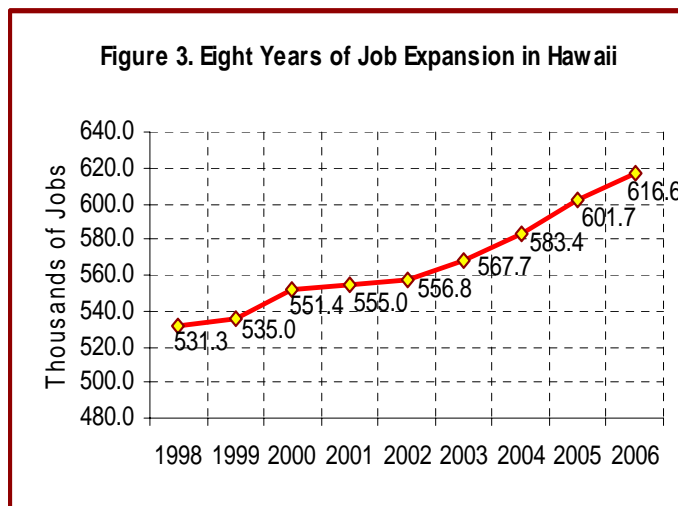
Section 1

Role of Workforce Development in Hawaii's Economic Development

The rate of economic growth in Hawaii eased in 2007 as tourism growth flattened and the exceptionally fast pace of construction activity slowed. This easing in activity follows one of the more vigorous periods of economic growth in more than a decade. From 2001 to 2007, Hawaii's real gross domestic product ("GDP") increased an estimated 22% (an average of 3.1% per year), compared with 16% growth nationally (an average of 2.3% per year).

Growth is evident in nearly all sectors:

- Hawaii's economy added nearly 74,000 new wage and salary jobs from 2001 to 2007, a total increase of 13%.
- The fact that GDP increased faster than job growth indicates that worker productivity also improved.
- Growth in visitor activity has been a major factor in this strong performance, however, construction, professional and business services, transportation and warehousing, education, and health services also contributed.
- Defense spending has been a source of growth, with prime contracts awarded increasing 37% from 2002 to 2006.



Source: WIA Performance Report 2007, WDC

As a result of this growth, the state's unemployment rate (averaging 2.1% in 2007) has been among the lowest in the country, and Hawaii has suffered an increasingly severe labor shortage in many high-skilled sectors. The demand in many areas is likely to continue through 2014, as noted in the chart below. Overall, wage and salary jobs have increased since 2001 by 13% and personal income by 35% in current dollars.

Projected Occupational Employment in Select Sectors 2004-2014, State of Hawaii				
Occupation Group	2004	2014	Total Change	% Change
TOTAL, ALL GROUPS	591,130	671,520	80,390	13.6%
Management, Business & Financial Occupations	50,760	58,710	7,950	15.7%
Management Occupations	28,890	33,250	4,360	15.1%
Business & Financial Occupations	21,870	25,460	3,590	16.4%
Professional & Related Occupations	108,620	129,460	20,840	19.2%
Computer & Mathematical Occupations	8,470	10,730	2,260	26.7%
Architecture & Engineering Occupations	8,710	9,470	760	8.7%
Life, Physical, & Social Science Occupations	6,350	7,130	780	12.3%
Education, Training, & Library Occupations	40,090	49,160	9,070	22.6%
Healthcare Practitioners & Technical Occupations	22,630	26,960	4,330	19.1%
Service Occupations	157,460	181,430	23,970	15.2%
Healthcare Support Occupations	12,120	15,120	3,000	24.8%
Personal Care & Service Occupations	19,780	23,790	4,010	20.3%
Construction & Extraction Occupations	27,920	34,220	6,300	22.6%
Supervisors, Construction & Extraction Workers	2,370	2,870	500	21.1%
Construction Trades Workers	22,540	27,670	5,130	22.8%
Helpers, Construction Trades	1,390	1,740	350	25.2%

Source: Department of Labor and Industrial Relations, Research & Statistics Office

Most economic signs point to slower growth during 2008; however, a decline in overall economic activity is not expected based on activity in economy-driving industries:

- Visitor activity may show a slight decline for 2007, returning to gradual improvement beginning in 2008, assuming the national economy maintains its current modest growth track.
- This softening in tourism will be countered somewhat by continued strength in the construction industry, where a backlog of projects will keep that industry a major economic driver well into 2008 and perhaps beyond.
- During 2007, Hawaii successfully retained nearly 4,000 high-skilled jobs at the Pearl Harbor Shipyard as a result of meetings with the Base Realignment and Closure Commission.

Economic and Workforce Development Trends

From the high unemployment era of the 1990s, Hawaii has encountered increasing labor shortages in the 2000s. This reversal has been primarily due to the labor demands of a fast-growing economy beginning in 2001. Regardless of any near-term slowdown, the labor shortage situation will likely worsen over the next decade as the large number of baby boom workers leave the labor force; in contrast, smaller numbers of youth are entering the labor force. The lack of skilled workers at all levels will likely result in the rapid movement of personnel into increasingly more responsible positions--such as mid-level management--with less experience than desirable.

Unlike conditions in the past, when finding jobs for people was the high priority for workforce and economic development, the focus is now on finding qualified workers.

- Projections by the Department of Labor and Industrial Relations (“DLIR”) indicate that more than 24,000 openings will occur annually in Hawaii’s economy between 2004 and 2014 due to growth and replacement of workers.
- At the same time, only 12,000 to 14,000 young people will enter the workforce each year over that period. Even assuming all of them enter the workforce, which is unlikely, they will only fill about half of the expected openings.
- Following a national trend, there will be a continued shortage in healthcare occupations (particularly in nursing), education and engineering.

The Executive Branch, Legislature and a wide range of stakeholders have been addressing the challenges presented by the general labor shortage and continuing need for skilled workers. During the 2007 legislative session, measures were passed to increase the quality of science, technology, engineering and math (“STEM”) education in public schools through a system of high school STEM academies, professional development in STEM subjects for teachers, and an array of contextual learning programs in STEM for students in middle school through high school. These efforts to improve the science and math capabilities of Hawaii’s youth are complemented by economic development efforts to invest in facilities and infrastructure to support emerging industries such as technology, life science, digital media and defense contracting.

As part of the Governor’s comprehensive Innovation Initiative, a number of improvements to workforce development, were also proposed to the legislature. These bills will be heard during the 2008 Legislative session. The initiatives include:

- the development of Life Long Learning Accounts (“LiLAs”) to fund training for incumbent workers,
- an effort to attract former residents back into the Hawaii labor force, and
- achieving better alignment between workforce and economic development policy and programs.

All these initiatives have the potential to improve Hawaii’s competitiveness and quality of jobs; innovation-oriented strategies will allow Hawaii to develop high-value industries to supplement tourism, and grow a strong economy to provide Hawaii residents the types of jobs that lead to a higher standard of living.

Section 2

An Overview of Workforce Development

A major goal of workforce development in Hawaii is to increase the number of “self-sufficient” families in Hawaii. According to the most recent study of this issue by the Aloha United Way, a self-sufficiency level of income for a family of four in 2005 ranged from \$63,300 for Maui County, to \$58,600 for Kauai County, \$57,900 for Honolulu County, and \$53,900 for the county of Hawaii. Achieving a higher standard of living for Hawaii families is the essential purpose of public sector efforts in four broad areas:

- Improvements in the education process, the first stage of the workforce development pipeline;
- Increase in the training and education of incumbent workers to allow them to acquire new skills to remain competitive in economy-driving industries, and to achieve upward mobility;
- Expansion of the labor pool through inclusion of workers from traditionally under-represented groups; and
- Development of the workforce necessary to attract and retain new technology-intensive industries and high-skill companies that will provide the types of jobs that raise the standard of living.

In its *2007 Report to the Governor*, the Workforce Development Council presented three strategic priorities for workforce development that support and help to expand economic development. (The three strategies are discussed in Section 3 of this Report.) Continued funding and support to implement these strategies are essential in order to move toward higher levels of economic development and security.

A Snapshot of Workforce Development Funding

During 2007, approximately \$2.6 billion was spent in Hawaii on public sector-funded workforce development; the bulk of this expenditure goes to public education:

\$1,741 million	Department of Education
\$ 777 million	University of Hawaii System
\$ 77 million	Other Programs

WIA funds have decreased significantly since the Act’s inception in 2000. Other sources of workforce funding have remained essentially flat.

Public Expenditures for Selected Major Workforce Development Programs, 2005-2006

Workforce Programs	Federal Expenditures	State Expenditures	Total Expenditures
Total¹	\$565,377,269	\$2,037,599,944	\$2,602,977,213
DEPARTMENT OF EDUCATION²	233,100,000	1,513,200,000	1,746,300,000
Adult Education	2,329,046	5,747,831	8,076,877
DOD Hawaii National Guard Youth Challenge Academy	1,920,000	1,280,000	3,200,000
UNIVERSITY OF HAWAII SYSTEM¹⁷	266,296,000	510,193,000	776,489,000
Community College System	3,540,927	146,061,900	149,602,827
Career & Technical Education ³	6,366,949	4,972,207	11,329,156
Rural Job Training Initiative/Rural Dev. Project	894,690		894,690
DEPARTMENT OF LABOR & INDUSTRIAL RELATIONS⁴	20,765,335	2,972,305	23,737,640
Workforce Development Division – WIA programs	9,008,383		9,008,383
Workforce Dev. Div.– Labor Exchange & related programs	4,161,445		4,161,445
Workforce Development Division – Sr. Comm. Serv. Empl.	1,864,917	35,000	1,899,917
Workforce Development Division – ETF & other programs	96,000	1,341,038	1,437,038
Research & Statistics/Labor Market/Career Information	1,189,324	322,100	1,511,424
Office of Community Serv. –Employment-related programs	3,423,702	1,124,200	4,547,902
DEPARTMENT OF HUMAN SERVICES	25,968,807	9,727,254	35,696,061
Vocational Rehabilitation	9,611,426	3,355,385	12,966,811
Temporary Assistance for Needy Families	16,012,450	5,881,061	21,893,511
Food Stamps Employment & Training Program	344,931	490,808	835,739
ALU LIKE, Inc.	6,485,030		6,485,030
Native Hawaiian WIA Employment & Training Program	3,497,871		3,497,871
Native Hawaiian Career and Technical Education Program	2,987,519		2,987,519
OTHER FEDERAL GRANTS	12,762,097		12,762,097
USDOL Job Corps	11,982,855		11,982,855
USDOL Youth Build Re-Entry Program	68,206		68,206
HUD Youth Build Program	296,218		296,218
USDOL Youth Offender Program	414,818		414,818
SELECTED OTHER STATE PROGRAMS		1,507,385	1,507,385
Dept. of Public Safety HI Paroling Authority		78,041	78,041
Dept. of Public Corrections Div. educ. program		149,343	149,343

Reed Act Funding

¹ Only BOLD numbers in each column are added for TOTAL expenditures.

² The total expenditures for the DOE and UH are displayed.

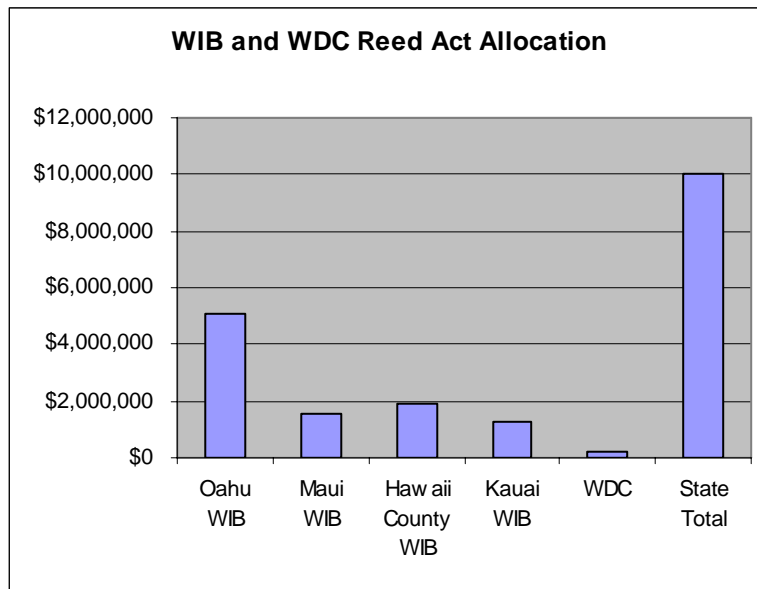
³ CTE funds go to the UH, who then distributes them to the UH, DOE, and DPS.

⁴ The DLIR's total workforce development expenditures are displayed.

In 2006 and 2007, the Hawaii State Legislature appropriated \$10 million to the county Workforce Investment Boards (“WIBs”) and WDC for eligible “Reed Act” initiatives. The funds are available through June 30, 2009. The “Reed Act” is a provision of the Social Security Act that provides for the distribution of federal unemployment tax funds to state unemployment insurance and employment service programs in the event the federal government collects excess unemployment tax revenues. Eligible categories of activities include:

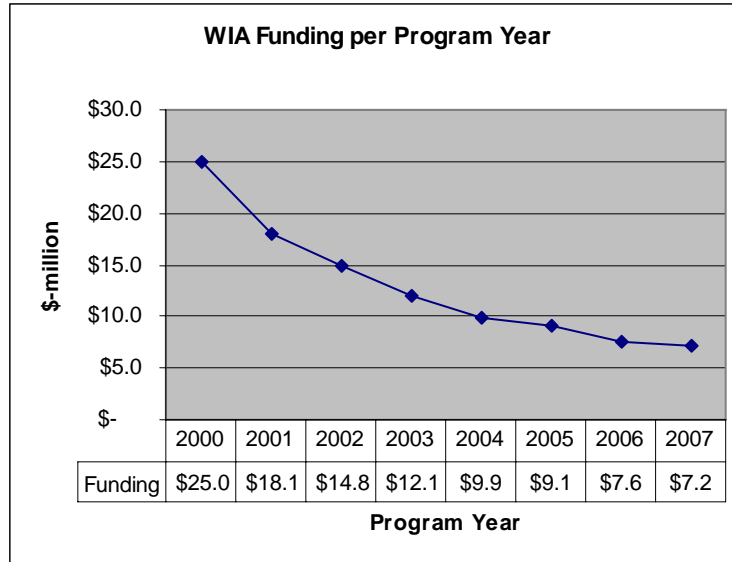
- employer outreach,
- labor pool expansion,
- capacity building,
- technology and equipment, and
- administration.

Each WIB determines funding within the categories to best meet local needs. (See Section 3 for a further description of activities funded by the Reed Act.)



County Workforce Investment Boards

The Workforce Investment Act (“WIA”) provides federal funds to WIBs for action at the county level. Continuing a decline in funding for the past five years, WIA funding for the fiscal year ending June 30, 2007 totaled slightly more than \$ 7.2 million.



With these funds, WIBs form partnerships and implement programs that address the specific needs of each county. The following activities are highlights of WIA-funded activities during 2007.

Oahu WIB (“OWIB”)

During 2007, the OWIB established a Program and Planning Committee to develop recommendations for a more strategic direction. The Board established three priorities:

1. to address the critical need for employees with basic work-readiness skills;
2. to promote and support efforts to expand recruitment and retention of individuals from groups of under-represented people in the workforce; and
3. to maintain a pulse on current and emerging workforce and economic development issues, partner with other agencies, and promote initiatives consistent with the OWIB’s mission and goals.

The Oahu Youth Program has established a centralized case management approach under the Youth Services Center to include outreach and recruitment, intake and assessment, development of an individual service strategy, referrals to training activities, monitoring of progress and performance, and follow up activities. Providers have been procured through a fee-for-service method to optimize resources and outcomes. The OWIB’s strategy to help reduce school dropout rates has included increasing communication with school counselors, teachers and other

stakeholders to identify at-risk youth, and offering services to keep the youth in school. A new partnership with Roosevelt High School focuses on preventing youth from dropping out at critical transition points.

Oahu WorkLinks also expanded its business customer base by addressing more employers' needs for upgrading the skills of their new and existing employees through on-the-job training. Forty-seven training plans were developed, with benefits to employers including reduced recruitment and labor costs. Three major job fairs were sponsored.

OWIB's Reed Act activities through June 30, 2009 will include:

- Outreach to small business, particularly on the Leeward side, with the result being increased employer usage of Oahu WorkLinks.
- Outreach to populations under-represented in the workplace—immigrants with limited English proficiency, ex-offenders, individuals with disabilities, at-risk youth, discouraged workers, and people experiencing homelessness.



Four outstanding Oahu WorkLinks businesses received the 2007 Ho'oko Awards: Waikiki Health Center; Aloha Petroleum; Palama Holdings; and Tanioka's Fish Market.

Hawaii County WIB (“HCWIB”)

HCWIB's 2007 activities included the following.

- The grand opening of the Yukio Okutsu Veterans Home — Hawaii's first state veterans home — opened in Hilo on November 12, 2007. The 95-bed facility worked with the HCWIB to hire 100-150 people for the facility.
- The HCWIB managed Operation Mainstream, a program that encourages employment of job seekers from groups under-represented in the workforce. For instance, one full-time DLIR position is working in Hawaii County (Hilo) as the "Disability Program Navigator". The HCWIB also co-sponsored an employer forum to discuss accommodation-supported employment.
- Transportation to support workers was expanded during 2007, which allowed more rural workers to get to job sites.
- The HCWIB participated in a multi-agency partnership to develop employment and other support programs for ex-offenders.

In 2008, the HCWIB's Reed Act funds will be used to continue its outreach programs and staff development. In addition, it will expand the Hu'iana Internship/Mentor Program, which is spearheaded by the Hawaii Island Economic Development Board. This program provides experiential learning opportunities to students in the 10th, 11th and 12th grades. Participants also gain credit toward graduation.

Maui WIB ("MWIB")

MWIB activities during 2007 included the following.

- The MWIB developed a "Maui Business-Education Partnership" with a mission to provide students with a wide variety of programs and opportunities to empower them with skills, competencies and values that can lead to lifelong learning and success in the workplace. Partners in the project, which was modeled on the successful Hawaii County initiative, include WorkSource Maui, local businesses and high schools.
- WIA outreach was performed at high schools and job fairs.
- Rapid Response activities continued during 2007 for former employees of the Ritz Carlton Kapalua; a total of 400 job seekers were assisted.
- With the lowest island unemployment rate of 1.9%, recruitment for WIA programs remained light on Maui in 2007. Recruitment efforts have uncovered that many people need information about financial aid for community college attendance, thus providing an opportunity to highlight WIA programs in new ways.

The MWIB's Reed Act plans include expansion of business services to employers and incumbent workers on Maui, Molokai and Lanai. This will involve:

- providing information on HireNet Hawaii and the local labor market;
- developing programs for the hospitality industry (including preparing youth for entry into the industry); and
- adding partnerships with agencies that serve potential workers such as Temporary Assistance to Needy Families ("TANF") recipients, persons with disabilities, and those on unemployment.

Kauai WIB ("KWIB")

Despite sharp reductions in funding for Kauai's WIA Adult and Youth programs, the KWIB made an impact during 2007 by accomplishing the following.

- The KWIB, *WorkWise! One-Stop Career Center, and Kauai Community College's Office of Continuing Education and Training and its Kauai Rural Development Project partnered to help use limited training funds.
- The Board implemented Hawaiian Culture training to better equip workers to accurately convey information about and appreciation for Kauai. The Kauai Chamber of Commerce sponsored "Ho'ikaikakino I Lokahi: Blending Hawaiian Values in Today's Workplace," which KWIB helped to promote.
- The KWIB held its second annual Industry Tour for teachers, school counselors and career counselors. The event focused on the Sports and Recreation cluster of the Visitor Industry. Featured at the event were four activity-related businesses and three community college programs, as well as presentations by local experts.

In addition:

- KWIB members and staff continue to volunteer in public schools as speakers, mentors, and consultants to link students with the world of work.
- The Strategic Workforce Action Team continues to work with successful businesses that are struggling with workforce issues.



WIA's "About Face" Graduation. Pictured: Jan Miyamoto-Kauai WIA Administrator, Peggy Granda-About Face Site Manager, Mia Anderson-program graduate, and KWIB members Tom Cooper, Col. Ted Daligdig (Ret) and Brenda Viado. Mia is a foster child and high-school dropout who completed her GED in the About Face Program and will enroll at Kauai Community College.

The KWIB's Reed Act initiatives are in various stages of implementation and include:

1. industry-focused forums,
2. One Stop Job Center Services promotion,
3. expansion of on-island and out-of-state labor exchange events, outreach to under-represented populations,
4. hospitality industry career exploration,
5. job preparation and career exploration for at-risk teens,
6. youth outreach to promote career awareness of jobs in demand in 6 key industry clusters,
7. a strategic plan update, and
8. staff and board development, including technology enhancements.

Section 3

Review of Strategies Identified in the 2007 Report to the Governor

In its *2007 Report to the Governor*, the Council identified three strategies for workforce development in Hawaii as priorities:

Strategy #1 Improve the delivery of timely education and training to prepare current and future workers for high-skill occupations

- a. Prepare workers for careers in STEM, information technology, healthcare, teaching, safety and security, and energy and environment;
- b. Expeditiously implement the American Diploma Project in Hawaii to improve preparation of students for key transition points throughout the education-to-work pipeline, starting with pre-kindergarten; and
- c. Provide mechanisms to facilitate experiential learning for students and youth in youth programs.

Strategy #2 Focus more attention on upgrading the skills of incumbent workers

- a. Provide incentives for incumbent worker upgrade training;
- b. Support “Rapid Response” training fund within the UH Community Colleges; and
- c. Create an interactive, searchable statewide training database where training providers can respond to defined employer needs.

Strategy #3 Expand the labor pool in the face of a long-term labor shortage

- a. Support Kamaaina Come Home strategies;
- b. Hire people who are under-represented in the workforce; and
- c. Seek immigration reforms and strategies to allow more immigrant workers and talent into the country.

This section highlights activities undertaken by workforce development partners and includes progress achieved during 2007 and recommendations for action in 2008.

Strategy#1: Improve the delivery of timely education and training to prepare current and future workers for high-skill occupations.

Hawaii's record low unemployment rates mask a continuing problem: there are substantial mismatches between the available skills in the workforce and the high-skilled jobs required to sustain a strong economy and provide living-wage jobs. This situation requires that the State and its workforce development partners take action to enable more of Hawaii's residents to prepare themselves for the employment opportunities available.

a. Prepare workers for careers in STEM (Science, Technology, Engineering and Math), information technology, healthcare, teaching, safety and security, and energy and environment.

STEM High School Academies are a way to interest students in science, technology, engineering and math, both as individual courses and as a career choice. Funding for expansion of STEM activities at public schools and post-secondary institutions is critical to attracting students to science and math-based careers.

- The Legislature approved \$175,000 in funding for two STEM academies on Kauai; the programs are in the planning stages. In addition, an EPSCOR (Experimental Program to Stimulate Competitive Research) grant provides funds for activities such as specialized training for teachers in STEM subjects, more endowed chairs in STEM disciplines at Hawaii universities, and increased mentorship/internship opportunities for high school and college students.
- The Bill & Melinda Gates Foundation and the Intel Corporation selected Hawaii as one of six states to receive \$500,000 over two years to operate STEM centers at the UH Community Colleges ("UHCC"). Partners in the Gates Foundation grant are DBEDT, the Department of Education ("DOE"), the University of Hawaii ("UH") system and business leaders.

Key to the success of STEM programs is the active involvement of business and industry. The Hawaii Science and Technology Council, a private industry intermediary, is currently involved with DBEDT in a project to map career ladders across the nine sectors in the science and technology industries (Agricultural Biotechnology, Astronomy, Aerospace/Defense, Energy, Environment, Film/Digital Media, Information and Communication Technologies, Life Sciences, and Ocean Sciences).

b. Expediently implement the American Diploma Project Network in Hawaii to improve preparation of students for key transition points throughout the education-to-work pipeline, starting with pre-kindergarten.

The goals of the American Diploma Project ("ADP") are to:

- Align high school standards with college and work expectations.

- Require all students to take rigorous high school courses that prepare students for success in careers and college.
- Measure and provide feedback to high school students about their readiness for work. Revise the Board of Education (“BOE”) Recognition Diploma and provide incentives for students to attain the Recognition Diploma.
- Collect data and hold high school and post-secondary institutions accountable for student success.

The Hawaii P-20 Initiative, which coordinates ADP activities in Hawaii, seeks to align high school and post-secondary requirements to create a more seamless transition to post-high school options that lead to better job opportunities. ADP focuses on the transition out of high school. Other critical transitions are:

- Initial entry into kindergarten: The “P-3 Initiative” (addressing students in early years through Grade 3) will better prepare children for future success in school with funding provided by a \$10 million grant from the W.K. Kellogg Foundation.
- Middle to high school: Children are moving from a smaller to a larger school environment. They are more responsible for their own learning, and if they are struggling, they are at risk for dropping out. At ninth grade, Hawaii continues to rank low on a number of criteria. For instance, Hawaii students are taking the gateway course in algebra at one-half the rate of top-performing states (30% vs. 58%).

The GEAR UP program, funded by a federal grant, encourages low-income students to stay in school, study hard and prepare for college. The GEAR UP scholars’ going rate (entry into college) was 51% and these individuals were twice as likely as non-scholars to earn a BOE Recognition Diploma and take higher level math courses.

c. Provide mechanisms to facilitate experiential learning for students and youth in youth programs.

Students often seek work experiences to supplement their education. Experiential learning can include a range of career exploration activities such as internships, mentoring, field trips and studies, classroom visits, and career-related activities.

- The DOE is considering internship/mentorship coordinators at the system level to develop policies and procedures that ensure consistent quality of programs and to resolve issues of students working off-campus during school hours.
- There are high school advisory councils (often with companies or individuals from industry) throughout Hawaii. However, there needs to be better coordination and more direct involvement by businesses.
- Many schools and agencies have started programs. The Hu‘iana Internship Program is a partnership between DLIR-WDD, Hawaii Island Economic Development Board, the

DOE, Hawaii Community College, Hawaii Electric Light Company, and numerous Hawaii Island businesses.

The Hawaii Career Planning Guide was published in mid-2007 by the Hawaii Career Resource Network to help students and adults plan careers. Adapted from California's Career Planning Guide, the Hawaii guide includes information on career planning, self-assessment, investigating the world of work, identifying education and training requirements, and creating a Career Action Plan. Primary distribution for the 2007-2008 Guide will be through Career Kokua user sites.

Youth who do not complete traditional schooling need alternative pathways to ensure success in the workforce. WIBs use WIA funds for out-of-school and at-risk youth who are working toward their GED or preparing for work. Additional experiential learning projects would interest these youth in jobs that require a higher skill level.

WDC Priorities for Strategy #1

In order to improve the delivery of timely education and training to prepare current and future workers for high-skill occupations, WDC priorities for support are to:

1. Assist the DOE and other partner agencies in implementing and expanding relevant, experiential and applied learning programs for high school students as part of the career planning and preparation process.
2. Encourage more businesses to form partnerships with schools and participate in more programs, especially in STEM areas.
3. Facilitate the speedy implementation of innovative high school programs that encourage students to consider post-secondary education and prepare them for the world of work. This kind of support helped increase participation each year in the number of students enrolled in Career Pathways, Career Academies, Running Start and other achievement-oriented programs.
4. Redirect investments from higher education programs that do not support occupations in-demand. Funding may be redirected to programs in nursing and other healthcare occupations, engineering and education.
5. Continue to support the American Diploma Project and the Hawaii P-20 Initiative; encourage all efforts to encourage students to take more rigorous courses in preparation for careers and work.
6. Support an increase in the type and reach of alternative programs and pathways for students who are not likely to complete high school or are otherwise at-risk for low achievement. Encourage development of information that will lead to effective specialized programs for at-risk youth.

7. Encourage the University of Hawaii-West Oahu to design and plan curricula that meet local workforce requirements on Oahu's Leeward Coast and Ewa areas.
8. Support efforts by public and private entities to promote Hawaii as a place to do business, and support the development of science and technology infrastructure that will attract the types of companies that will provide high-skilled, high-paying jobs.
9. Support a "Work Readiness Certificate" for students attending public high schools and for out-of-school youth, to be used statewide as portable proof of cognitive, occupational and soft skills.

Programs In Focus: Redesigning Hawaii Public Schools

A number of initiatives are underway to “redesign” public high schools in Hawaii, with the goal of making the DOE diploma more relevant, and to create a more seamless transition from high school to college or the world of work. The Hawaii High School Leadership Compact, agreed upon by all 43 high school principals, is working to create changes that will increase student achievement through innovative programs.

Career Pathways, currently in 42 high schools, cluster courses based on careers with common skills and knowledge requirements. Where qualified teachers are available, programs are formed to meet the needs of students in their school. Career Pathways are important to:

- Allow students to explore career options in one or more pathways;
- Help special needs students (52% of the population) identify with career and occupational aspirations for which they may have no role models; and
- Provide curricula that meet business and post-secondary needs and helps the transition process through building on prior education efforts.

2005-2006 Enrollments in Pathway Courses: 28,453 students

(A student can take more than one course)

2005-2006 Concentrators in Pathway Programs: 1,442 students

Six Career Pathways: Natural Resources, Health Services, Business, Public and Human Services, Industrial & Engineering Technology, and Arts & Communications.

Career Academies, currently in 14 high schools, also provide career-based programs to interest students in occupational areas and provide relevant coursework. Academy programs include: Agriculture, Communications & Law, Construction, Creative & Fine Arts, Culinary Arts, Engineering, Finance, Health, Hospitality & Tourism, Industrial Engineering, Kaimi Nauao (Hawaiian), and Performing Arts and Science.

Other Innovative School Redesign Initiatives

Small Learning Communities (“SLC”), currently in 14 schools. A U.S. Department of Education (“USDOE”) competitive grant provided SLC funding for 14 schools. The grant for the 9 high schools in the first cohort ended in 2007. However, the schools are continuing to implement SLCs within their school budget. Currently, there are five schools in the second and third cohorts still receiving support from No Child Left Behind funding.

Teams and Houses, currently in 35 high schools. Teams and houses offer students the chance to interact in small groups, where they can receive more individual attention. Most of the 8 schools without teams and houses are in small, rural areas.

Running Start. Piloted at Honolulu Community College with Honolulu area schools, Running Start is now available statewide. Students take high school classes that grant college credit; benefits of the program include an inducement to attend college and a lower total cost of attending. This program also contributes to the goal of a seamless transition between high school and college.

Strategy #2. Focus more attention on upgrading skills of incumbent workers.

There are several reasons to focus attention on upgrading skills of incumbent workers:

- Seventy percent of the workers projected to be working in 2014 are currently in the workforce.
- The retirement of “baby boomers” in the next few years will leave technical and management gaps that need to be filled by current workers.
- Technology continues to evolve and drive economic development; training for continually higher technology use is critical for desired productivity increases.

a. Provide incentives for incumbent worker upgrade training.

Lifelong Learning

The Workforce Development Council conducted an informational briefing on Lifelong Learning Accounts (“LiLAs”) for interested legislators, government and private industry executives during the summer of 2007. Legislation requesting funding and a tax incentive for participation in a LiLA program has been introduced in the Legislature; more information will be submitted in future sessions to increase awareness about the positive impact LiLAs can make in upgrading the skills of incumbent workers.

While privately-funded training has increased in the past decade (as reported by the U.S. Department of Labor), the majority of the training is directed at middle to upper level employees, while lower level employees receive a much smaller amount. The Hawaii Employment & Training Fund (“ETF”), created in 1991, has helped some 400+ companies provide training to their employees. Most funding at this level goes to computer applications and customer service training. A renewed focus on providing training for employees below mid-level positions will help to build stronger skills among a broader range of private sector employees.

DLIR Rapid Response Team (displaced workers)

The rapid response team from the Department of Labor and Industrial Relations was activated twice in 2007 using National Emergency Grant funds to assist displaced workers—after the closing of the Del Monte fresh fruit operations on Oahu, and after the furloughing of Hawaii Superferry employees on Oahu, Maui and Kauai. Additional teams worked with the Ritz-Carlton Kapalua Hotel on Maui. The teams provided comprehensive services including skills assessment, individual counseling, career planning, employment development, occupational skills and on-the-job training, and adult education where appropriate. Dislocated workers, the State, and employers all benefit from Rapid Response activities:

- Workers receive services that raise their ability to seek higher-skilled jobs in the future;
- The State benefits by directing these workers toward higher-demand jobs in healthcare, construction and commercial truck driving, where hiring needs are acute; and
- Future employers benefit as the workers receive customized services that increase their skill levels, job-readiness and employability.

Employees from legacy agriculture, hospitality and other industries are often long-term, loyal employees. However, when displacement occurs, such as in large-scale agriculture, many of the affected employees are at a disadvantage due to literacy challenges.

- Incumbent workers with basic education requirements (below 8th grade level in reading comprehension and below 6th grade level in math) can take responsibility for upgrading their skills and make themselves more marketable. This is critical in industries that are sunseting in Hawaii or substantially upgrading the use of technology.
- Employers have the most interaction with incumbent workers, and can increase their own competitiveness by communicating these programs to employees and making accommodations, such as adjusting schedules, to encourage class attendance.

Adult Basic Education (“ABE”)

The DOE Adult Basic Education program is the primary source for individuals with limited education to take classes that will lead to a GED. Often the point of entry for older youth and adults with lower levels of education, ABE is a practical center for information about other forms of help, including One-Stop Job Centers and WDD programs. ABE programs are working:

- 7,156 attendees (those taking 12 or more credits) comprised the bulk of the 66,271 enrollments at community school sites, and 272 satellite settings including prison and military facilities.
- 94.97% of the attendees attained their GED or high school diploma.
- Industry-readiness courses included visitor industry positions, clerk typist, educational assistant and substitute teacher.
- 12.5% of attendees increased their involvement in their children’s education.

b. Support “Rapid Response” training fund within the UH Community Colleges.

The 2007 Legislature appropriated \$250,000 a year for two years to the University of Hawaii Community Colleges to provide high demand training to meet employer needs.

- c. **Create an interactive, searchable statewide training database where training providers can respond to defined employer needs.**

The WDC is continuing to seek funding for this initiative.

WDC Priorities for Strategy #2

In order to upgrade the skills of incumbent workers, the WDC priorities are to:

1. Continue to support legislation that will establish lifelong learning accounts statewide; identify industry sectors most amenable to implementing LiLAs.
2. Encourage use of the Employment and Training Fund by small and rural businesses to raise the skills of their incumbent workers.
3. Encourage employers to support basic learning efforts of incumbent workers, especially those who require remediation at the Adult Basic Education level (through GED attainment).
4. Encourage the DOE's Adult Education and community school sites to continue to adjust policies and programs to meet the needs of the targeted populations. This is especially critical for rural residents who often travel long distances, and for those who work multiple jobs and/or have family responsibilities. With partners, identify the special needs in each service area in order to target resources.
5. Continue to support implementation of programs at the UH community colleges that assist employers in quickly building-up the skills their employees need. Higher skilled workers can handle business expansion, the introduction of new technologies, and increase productivity.
6. Seek additional funding in partnership with public and private agencies to implement relatively short-term training programs that meet immediate needs in areas such as Certified Nurses Aides ("CNAs"), and occupations requiring a commercial driver license.

Strategy #3. Expand the labor pool in the face of a long-term labor shortage.

A state unemployment rate of 2.1% to 2.6% during the past years has created a severe shortage of workers in high-demand occupations such as nursing, teaching and engineering. Not only is there a statewide shortage, but there is variability across the state—rural areas have acute shortages in healthcare workers and teachers; high-growth areas such as the Ewa Plain on Oahu suffer from shortages in construction workers and commercial drivers. There are a number of initiatives in varying stages of planning and implementation that will help ease the labor shortage.

a. Support Kamaaina Come Home (“KCH”) strategies.

Many talented people from Hawaii leave to pursue educational and employment opportunities on the US mainland, and in other countries. These kamaaina must be encouraged to return to Hawaii and bring with them their work-related expertise and experience.

- DBEDT is the lead state agency charged with implementing a KCH strategy; it distributes funding to the local Economic Development Boards. The four county WIBs have also developed program ideas for implementation in 2007-2008.
- Support from the Legislature of \$150,000 enables DBEDT to coordinate KCH activities throughout the State.
- Most of the KCH activity is being generated at the county level; plans include networking with local alumni associations and mainland job fairs and information sessions. A campaign to encourage “visits home” with special events for mainland-based kamaaina has been planned. There are also private sector KCH activities planned.

b. Hire people who are under-represented in the workforce.

With low unemployment rates, it is an effective time to help employers find people from groups that are under-represented in the workforce. Substantial tax and salary considerations are available to employers who hire from many of these groups: persons with disabilities, ex-offenders, welfare recipients, immigrants, and persons with criminal histories. Hiring older workers provides a trained and proven resource.

- The WDC published *Solutions at Work*, a booklet with information for employers who wish to hire from groups under-represented in the workforce. Topics include information on tax incentives and stipends available to offset the cost of training TANF recipients.
- WIBs have all included hiring of individuals from under-represented groups as a priority in their employer outreach programs. With low unemployment, especially in the hospitality and retail sectors, these efforts are helping to employ sometimes difficult-to-place people during a strong economy.

- HireNet Hawaii now requires all applicants for unemployment insurance to post their resumes on the HireNet system. This provides an additional pool of job prospects more easily identified by employers. Additional features and training of One-Stop Center staff are contributing to a wider array of services and increased employer participation. HireNet numbers for fiscal year 2006:

Number of job-seekers (not unique) using HireNet 46,228

Number of businesses using HireNet to post jobs 1,596

- Hawaii County and the island of Maui found transportation alternatives for workers during 2006, and expanded programs during 2007. These initiatives have enabled employers to hire rural workers who were previously precluded from working far from home.

c. Seek immigration reforms and strategies to allow more immigrant workers and talent into the country.

Hawaii’s labor shortage is not unique—the state is competing for workers in a highly competitive, global market of low-skilled through high-skilled labor. Workers from outside Hawaii can be categorized as:

- economic migrants* -- low skilled workers attracted by comparatively higher pay in the United States;
- aspiring migrants* -- students and educated workers who typically work in lower-skilled jobs while acquiring requirements such as English fluency or occupational licensing; and
- global migrants* -- highly-skilled workers who are able to relocate with great ease.

Migrants include those from foreign countries (immigrants requiring work visas) and those from the US mainland and its territories (in-migrants). Hawaii can attract and retain economic, aspiring, and global migrants to better meet employer needs by fully utilizing these workers’ skills and education. Public sector planning efforts should include issues of immigration and in-migration.

WDC Priorities for Strategy #3

In order to expand the labor pool in the face of a long-term labor shortage, WDC priorities are to:

1. Continue to communicate to employers and intermediaries regarding opportunities to hire from under-represented groups. Develop a coordinated message including all public agencies with resources to assist in the effort.
2. Develop strategies and obtain information on needs and the status of other groups such as parents returning to work after an absence.
3. Continue to publicize and upgrade HireNet Hawaii in order to reach all employers and all job seekers. Further develop other resources to meet changing economic conditions at One-Stop Job Centers for both job seekers and employers.
4. Continue to implement and expand the Kamaaina Come Home campaign. The primary focus of the recruitment efforts should be geared to professionals in their 30's and 40's (a group currently under-represented in Hawaii), and those in high-need areas such as nursing, teaching and engineering.
5. Conduct an awareness campaign among employers regarding the work availability and status of residents of the Federated States of Micronesia and the Marshall Islands.

Resources in Focus: Expanding the Labor Pool

The WDC published “Solutions at Work,” a booklet that helps employers identify groups of employees that they may not have considered. Also included is information on tax credits and other incentives for potential employers to hire from certain groups under-represented in the workforce. (The booklet can be downloaded at <http://www.hawaii.gov/labor/wdc/pdf/Solutions2007.pdf>.) In addition, new funding will allow military spouses to gain additional training and add to the labor pool.

Immigrants

- 17.5% of Hawaii’s population is foreign-born; 45% are Asian; the fastest growing groups are from Pacific Island nations.
- Hiring American Samoans and Guamanians who are U.S. citizens, and Marshallese, Micronesians and Northern Marianans, provides benefits beyond those available for the hiring of other immigrant populations.
- The State Office of Community Services focused on the training and employment of low-income immigrants, including Micronesians, during 2007 and will continue to do so through 2008.

Older Workers

- Many older citizens indicate they will continue working past their traditional retirement--reasons include financial need and an interest in remaining busy and/or contributing to society.
- Flexible working arrangements allow more of these workers to work past traditional retirement.
- While there are no tax credits associated with hiring older workers, these employees often fill key skills gaps for employers.

Persons with Disabilities

- More than 15% of Hawaii’s population (180,000 people) have disabilities. Three-fifths aged 21-64 are employed, leaving up to 50,000 potential employees.
- Numerous tax credits and accommodations credits are available to employers.
- The State Department of Vocational Rehabilitation provides services to employers seeking to hire, retain and improve the work performance of persons with disabilities.

Persons with Criminal Histories

- There are approximately 6,000 Hawaii prisoners (4,500 in Hawaii and 1,500 on the mainland).
- About 900 ex-offenders re-enter Hawaii communities every year; 500 of this number are neither violent offenders nor sex offenders and many are employable.
- The State offers tax credits and a bonding program for employers.
- HCWIB will be focusing on pre-release programs that will ensure a higher degree of employability and successful re-entry into Hawaii communities.

Welfare Recipients

- There are nearly 7,000 families on welfare (TANF); three-fourths are headed by single mothers.
- Incentives to hiring welfare recipients include tax credits, a community work experience program that provides the employee with support services, and training grants.

Military Spouses

- Currently, nearly 25,000 military spouses reside in Hawaii, and have varying levels of education attainment.
- A USDOL-funded program will help increase the employability of military spouses by providing \$3,000 per year for two years to pay for educational expenses for study in “portable career fields” such as education, healthcare and financial services. A Hawaii grant of \$2.45 million will assist in licensing qualified spouses in teaching and nursing, which will in turn help to ease the worker shortages.

Section 4

WDC Accomplishments for 2007

The Workforce Development Council's primary mission may be stated as follows: to help ensure the development of an educated and qualified workforce for Hawaii's future, and to oversee, coordinate, and monitor Hawaii's implementation of the federal Workforce Investment Act ("WIA"). Activities are guided by Hawaii Revised Statutes Chapter 202 and by two plans:

1. the State of Hawaii Workforce Development Strategic Plan (dated December 2004), and
2. the Hawaii State Plan for Title I-B of the Workforce Investment Act and the Wagner-Peyser Act, July 1, 2007 to June 30, 2009 (dated May 2007).

The following is a summary of the WDC's 2007 activities.

Products & Services

- Published and broadly disseminated *Solutions at Work*, a tool for employers willing to hire individuals from populations currently under-represented in the workforce. These groups include older workers, people with disabilities, welfare recipients, immigrants, and ex-offenders. The booklets have been distributed at employer-oriented workshops and conferences, as well as to public and private agencies performing outreach to clients in these categories. They are also available at One-Stop Job Centers and for downloading on WDC's website.
- Co-edited and published a *2007 Hawaii Career Planning Guide*, which is available on the internet version of Career Kokua. This tool assists career decision-makers, adults and youth.
- Revised and published the *2007 Hawaii Directory of Workforce Development Programs*, which provides information on most federal, state and locally funded programs for workforce development in the state.
- In conjunction with the Hawaii Career Resource Network ("HCRN", a federally-funded program), assisted work and college-bound students with career assessments and planning. Along with HCRN partners, this work included updating the internet version of Career Kokua; distributing material to students, parents and counselors; and conducting training and presentations.
- Facilitated the Education-Workforce Working Group created by Act 283, SLH 2007 (Senate Bill 1931) as it examined questions related to incorporating work-relevance into Hawaii's public education system. A report on the working group's findings and recommendations to the Legislature (dated December 2007) is available on the WDC website and from the Legislature.

Technical and Other Assistance

- Together with county WIBs, secured \$10 million in Reed Act funding for an array of workforce programs.
- Participated in career fairs at locations around Hawaii. Provided technical assistance to facilitators at One-Stop Job Centers.
- Assisted the Department of Education as a member of the planning committee to design and plan the April 2007 regional professional development training institute for the Commission on Adult and Basic Education (“COABE”); led a workshop at the conference.
- Conducted briefings on Lifelong Learning Accounts (“LiLAs”) for legislators, business representatives and government officials.
- Participated in an Online Learning Task Force created by Act 275, SLH 2007. The purpose of the Task Force was to develop a systematic plan to expand opportunities for online learning.
- Participated on an Advisory Group to the UH College of Tropical Agriculture and Human Resources regarding a National Science Foundation’s (“NSF”) Advanced Technological Education (“ATE”) planning grant to develop and implement a plan for Agriculture and Environmental Technician Education in Hawaii.

Federally Mandated and Other Activities

- Revised Hawaii State Plan for Title 1-B of the Workforce Investment Act (“WIA”) and the Wagner Peyser Act, which received USDOL approval and became effective July 1, 2007.
- Revised Local Plan Guidelines for WIA funding; reviewed and approved Local WIA plans.
- Submitted requests to USDOL to waive certain WIA requirements in order to make customized training more attractive to employers, increased the flexibility of using WIA funds, and eliminated the cumbersome subsequent eligibility process for Eligible Training Providers.

- Prepared and submitted to USDOL the WIA Annual Report on Performance. Key results of WIA performance in Hawaii for Program Year July 2006- June 2007 include the following:
 1. Hawaii continues to meet most of its performance targets for its Adult Programs and for three of the four county Dislocated Worker Programs. The Older Youth Program (on all islands) and the Younger Youth Programs (on the neighbor islands) continue to need improvement, but are making progress.
 2. Because of historically low unemployment rates, those currently eligible for WIA services are more difficult to place. This fact, coupled with lower funding levels, means that Hawaii's cost per participant is increasing, and recruitment, training and placement are more time-intensive.
 3. Overall, most participants experienced an earnings improvement and the earnings replacement rate of dislocated workers met goals for Honolulu and Hawaii Counties.

Partnerships and Association Membership of Council Members and Staff

Career and Technical Education (“CTE”) Coordinating Advisory Council
 State Vocational Rehabilitation Council
 Hire Abilities Grant by UH Center on Disabilities Studies
 Hawaii P-20 Initiative
 DOE Career Pathways Skills Panel
 Hawaii Pacific University Career Center Advisory Board
 American Diploma Project State Leadership Team
 Honolulu Community College Advisory Board
 CTE Advisory Group, UH College of Education
 UHCC-DOE Coordinating Council

Section 5

WDC Activities for 2008

In 2008, WDC will continue working toward addressing Hawaii's labor and skills shortages, and effectively utilizing its allocation of \$200,000 in Reed Act funds. Planned activities include the following.

Prepare Workers for High-Skill Occupations

- Conduct labor supply-demand studies in certain high-skill/high-demand areas that may drive economic development in Hawaii.
- Continue to work with and support partners that are developing a Work-Readiness Certificate to enable students to enter the world of work with proven skills that will satisfy employer job requirements.
- Advance recommendations from the Education-Workforce Working Group established by Act 283, SLH 2007.
- Encourage and assist educators and STEM-related industries to offer experiential and applied learning opportunities to students to build interest in STEM studies and better prepare them to join the workforce.
- Coordinate youth-serving agencies to address the problems of the neediest youth (e.g., homeless, children in foster care, and those in danger of dropping out of school) who need remedial education to complete high school, continue on to a post-secondary education, or enter the workforce.

Upgrade the Skills of Incumbent Workers

- Continue to facilitate implementation of a LiLA program in Hawaii, and encourage passage of legislation that would provide tax incentives and administrative support.
- Support and assist with changes to the Employment Training Fund ("ETF"). The ETF, according to a business survey, is used by fewer than 10% of Hawaii's employers, with virtually no usage by small business. Approximately \$1.6 million is collected annually, based on a 0.01% assessment of private sector payroll. Broader use of the ETF will result in increased skills training and upward mobility of incumbent workers.
- Seek funding and grant opportunities to advance incumbent worker training.

Expand the Labor Pool

- Conduct series of in-person and virtual seminars for employers and One-Stop Job Center staff that will help to alleviate the current worker shortage. Topics may include innovative approaches to:
 - ▶ recruiting and advertising,
 - ▶ investing in existing staff as a retention tool,
 - ▶ resources for employers,
 - ▶ importance of early education,
 - ▶ employment referral resources (Career Kokua, Kamaaina Come Home, HireNet Hawaii, Department of Human Services, One-Stop Job Centers, etc.), and
 - ▶ hiring from groups under-represented in the workforce.

For example, the session on hiring from groups under-represented in the workforce may include hiring of older workers and cover areas such as:

- ▶ how to retain incumbent workers as they grow older,
 - ▶ how to recruit and retain retirees,
 - ▶ how to create a successful cross-generational workplace, and
 - ▶ One-Stop Job Center services that assist employers with recruitment from this population.
- Join partnerships where the goal is to help individuals with criminal histories find employment opportunities. Special Session 2007 Act 8 (Senate Bill 932 SD2 HD2 CD1) will create programs to help prisoners with literacy and education; employment and vocational training, substance abuse and mental health, housing and employment, and family issues.
 - Develop a white paper and recommendations for policy and program changes that best use the education and skills of immigrants and in-migrants to Hawaii.

Other Activities

- Continue to participate in working groups, advisory groups and organizations with goals consistent with WDC priorities.
- Support and monitor implementation of county WIB Reed Act plans; coordinate statewide efforts.
- Carry out federal WIA responsibilities as the State Workforce Investment Board.

Appendix: Running List of WDC Recommendations

Job Quality

1. Increase the percent of Hawaii's residents who are employed in "living wage" jobs.

Labor Shortage

Hire people under-represented in the workforce.

2. Move dropouts and other people in need of remediation into workforce.
3. Move TANF clients, people with disabilities, ex-offenders, and recovered substance abusers into the workforce.
4. Help immigrants succeed in the workforce.
5. Retain older workers and attract retirees.
6. Move other labor force non-participants including discouraged workers into the workforce.

Use worker in-migration strategies

7. Improve quality of life to make moving back to Hawaii attractive.
8. Support Kamaaina Come Home strategies.
9. Recruit military spouses and retiring military technicians.
10. Seek immigration reforms and strategies to allow more immigrant workers and talent in the country.

Education

Increase the flow of learners through the education to work pipeline.

11. Increase pre-K participation.
12. Boost family literacy and increase parenting education.
13. Expediently implement the American Diploma project network in Hawaii to improve preparation of students for the key transition points throughout the education to work pipeline.
14. Direct R & D funds to develop effective strategies for raising literacy skills of adults at 5th grade & below level.
15. Increase investment in Adult Education. Communicate and support the literacy role of adult education.
16. Ensure that per-capita public school expenditures follow out-of-school youth to meet their educational needs.
17. Expand participation by youth and adults in post-secondary degree and certificate programs, including apprenticeships.
18. Make post-secondary education more accessible to adult learners, including incumbent workers: financial aid, child care, and distance learning.

19. Keep post-secondary education up-to-date with cross-discipline training among and within majors; with industry input on industry skill requirements.

Support certain subject matter and learning strategies.

20. Provide comprehensive information and encouragement for lifelong career planning.
21. Provide mechanisms to facilitate experiential learning for students and youth in youth programs.
22. Enhance career-relevant education curriculum; e.g., career pathways and academies.
23. Increase financial literacy.
24. Support entrepreneurial readiness.
25. Prepare workers for emerging and targeted industries and high wage occupations; specifically, STEM, IT, healthcare, teaching, safety and security, and energy and environment. Provide fellowships and scholarships as incentives to future teachers and practitioners. Explore Singapore model for skills building system.
26. Support "Work Readiness" certificates as portable proof of skills.

Encourage Incumbent Worker Training

27. Follow guidelines for government-supported training of incumbent workers--give priority to employer-provided training; target non-managerial workers; train for different higher level career paths; do not supplant private training funds.
28. Provide incentives for incumbent worker training; initiate a state-funded pilot to introduce Lifelong Learning Accounts (“LiLAs”) and test their feasibility for Hawaii.
29. Create searchable statewide training database to connect employers with training providers.
30. Review and amend Employment & Training Fund (“ETF”) policies to become more business-friendly; e.g., allow in-kind employer matches, reduce administrative costs, and streamline procedures.
31. Replicate “Leadership Effectiveness and Development (“LEAD”) for First Time Supervisors” in community colleges statewide.
32. Provide internet classes in Employer Capacity Building.
33. Support creation of a “Rapid Response” training fund within the UHCC to design and deliver “just-in-time” training based on employers’ needs.

Shortages in Occupations

34. Recognize alternative certification of teachers as a means of combating the teacher shortage.
35. Expand the post-secondary capacity to train nurses.
36. Increase post-secondary healthcare graduates.
37. Train construction workers.
38. Qualify and replenish law enforcement personnel.

Capacity Building

39. Conduct supply/demand analysis and follow-up, especially for emerging industries’ workforce needs.
40. Support State participation in the Census Bureau’s Local Employment Data (LED) program.
41. Use interagency agreements to reduce inefficiencies.
42. Analyze funding and program overlaps.
43. Collect evaluation data to determine the effectiveness of recent workforce development programs and to adopt promising practices.

Workforce Development Council

Vision: A globally competitive and skilled workforce that promotes and nurtures a diverse and prosperous economy, and preserves the special quality of life in Hawaii.

Mission: To develop a skilled workforce that meets the needs of business and industry, enhances workplace productivity, and increases opportunities for employment and entrepreneurship.

Website: www.hawaii.gov/labor/wdc

Recent Publications (available for download)

“Solutions at Work...Finding Workers”
2007 Hawaii Directory of Workforce Development Programs

WDC Resources

State of Hawaii Workforce Development Strategic Plan
Hawaii State Plan for Title I-B of the
Workforce Investment Act and Wagner-Peyser Act 2007-2009
Hawaii Career Planning Guide 2007-2009
WIA Performance Report 2007
2007 Report to the Governor

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