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January 2005

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## I. State Vision

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

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

sustainable growth of Hawaii's economy leading to a higher standard of living for Hawaii's citizens.

There is great concern in Hawaii that, since economic times are generally good<sup>1</sup>, the unemployment rate is low, and expectations are positive, the State may lose sight of the still-difficult task of putting its economy on the track of real and sustainable economic growth. An important aspect of the Governor's economic goals is that the State must channel some of its resources toward making the structural changes that ensure that economic momentum is sustained. And workforce goals must address the unacceptable present situation:

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

Therefore, the envisioned workforce system includes:

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

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

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

Her vision for this system is wholly consistent with Federal goals<sup>2</sup>, including:

Federal Goal: Realizing reforms envisioned by the Workforce Investment Act (1 of 3) (“WIA”).

- Integrated, seamless service delivery through comprehensive One-Stop Job Centers.

The Governor envisions a well-respected, efficient network of One-Stop Job Centers<sup>3</sup> across Hawaii’s four counties<sup>4</sup>, working together

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<sup>2</sup> The three Federal goals are listed on pages 5 to 7 of the “State Planning Guidance and Instructions for Submission of Two Years of the Strategic Five-Year State Plan for Title I of the Workforce Investment Act of 1998 (Workforce Investment Systems) and the Wagner-Peyser Act”.

to meet the needs of both job seekers and businesses within and across service areas. It will operate efficiently, while exemplifying the State’s deep rooted values of “aloha”<sup>5</sup>, and it will minimize expenses by sharing resources with affiliated agencies and Centers on other islands. The network will function within the parameters set forth by the WIA and the State, and the State will respect each county’s individuality and desire to tailor its services to meet each island’s special needs.

- A demand-driven workforce system governed by business-led workforce investment boards.

The Governor envisions a Statewide workforce system aligned with the State’s goals for economic development; ready and able to meet the needs of both established and emerging industries, as well as job seekers of a wide range of experience and skills. These workforce needs will be met through:

- 1) a skilled workforce able to support the “high growth” businesses that will bring economic development compatible with Hawaii’s respect for the environment,
- 2) an emphasis on helping incumbent workers train for “high wage” opportunities, thereby helping them raise their standard of living, while freeing-up some current jobs for less-prepared job seekers,
- 3) strategic focus on skills needed in targeted industry clusters and occupations in high demand, such as teachers and nurses, and

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<sup>3</sup> The Hawaii One-Stops have decided to consistently refer to themselves as “One-Stop Job Centers”

<sup>4</sup> Hawaii’s four counties are: Honolulu – covering the island of Oahu,  
Hawaii – covering the “Big Island” of Hawaii  
Maui – covering the islands of Maui, Lanai, Molokai  
Kauai – covering the island of Kauai

<sup>5</sup> “Aloha” is a commonly used Hawaiian word with many meanings. In this context, it refers to mutual regard and affection, and extends warmth in caring with no obligation in return.

- 4) a means to increase the workforce participation rate of currently underrepresented groups<sup>6</sup>.

Lastly, this system will be business-led, with the participation of the various stakeholders in Hawaii's future; economic development groups, state and local government, educators, and labor organizations.

- Maximum flexibility in tailoring service delivery and making strategic investment in workforce development activities to meet the needs of State and local economies and labor markets.

The Governor envisions a flexible Statewide workforce system composed of a coordinated network of local systems and One-Stop Job Centers. It operates efficiently (with a minimum of overlapping services among partner agencies) and effectively, with State support, as appropriate.

There are two other important aspects to the Governor's vision regarding efficient service delivery. First, the Statewide workforce system will be simplified, such that it is readily understandable to the uninitiated. Secondly, it will meet its customers' needs in the manner most effective. That is, customers preferring internet information and interaction will have that option available to them. Customers requiring personal interaction will be able to communicate with staff that can provide the requested support.

- Customers making informed choices based on quality workforce information and accessing quality training providers.

The Governor envisions a Statewide workforce system with adequate information readily available to both job seekers and businesses via three integrated routes:

- 1) an education pipeline from pre-kindergarten through post-secondary levels and life-long learning, providing a path for early, meaningful career counseling, contextual learning, and continuous, life-long learning,
- 2) a network of workforce professionals with clearly delineated responsibilities dedicated to supporting the

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<sup>6</sup> 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.

education pipeline, and

- 3) an all-inclusive State website that serves as a clearinghouse for job seekers, businesses, and workforce professionals of all levels of sophistication.

- Increased fiscal and performance accountability.

The Governor envisions a Statewide workforce system managed with standard business practices, such as periodic establishment of mutually agreed upon budgets and “stretch goals”, milestone reviews, and reasonable, known rewards and consequences related to success and non-performance.

- A youth program focused on targeting out-of-school populations with increased accountability for employment and/or increased secondary and post-secondary education outcomes.

The Governor envisions a Statewide workforce system linked to an education pipeline, as described in Section I.C.

Federal Goal: Incorporating new statutory and regulatory programs required that (2 of 3) have evolved since the passage of WIA.

- The Jobs for Veterans Act of 2002 created a priority of service for veterans and some spouses who would be eligible for federally funded employment and training programs. Examples of affected programs that are represented in the One-Stop Job Centers are the WIA Adult and Dislocated Worker Programs, Wagner-Peyser, Trade Act Programs, National Emergency Grant Program, Senior Community Service Employment Program, and Indian and Native American Programs. Priority of service must be provided to veterans and some spouses in all of these and other applicable programs.
- The Trade Act of 2002 amended the Trade Act of 1974 to add Alternative Trade Adjustment Assistance benefits and Health Care Coverage Tax Credit for workers eligible for Trade Adjustment Assistance (“TAA”). These revisions have expanded the array of services that can be provided in One-Stop Job Centers for eligible workers. In the last two years, two employers in Hawaii, Del Monte Fresh Produce on Oahu and Maui Pineapple Company in Wailuku, were certified by the Federal government as employers whose business downturns were affected by foreign imports. Their laid-off workers thereby became eligible for TAA services. TAA services were provided with the assistance of the employers, the International

Longshore Workers Union (which represents most of the affected workers), the State’s Unemployment Insurance Division, and One-Stop Job Centers. Some of these services will continue to be provided through the next program year.

Federal Goal: Providing national strategic priorities and direction in the following areas:  
(3 of 3)

- Implementation of a demand-driven workforce system.  
  
Please see Section I - page 3, Section V.A., Section VI.D., Section IX.A.5., and Section IX.C.d.ii.
- System reform to eliminate duplicative administrative costs and to enable increased training investments.  
  
Please see Section V.A. (subheading “Organizationally Structured for Efficiency”), Section VII.B., and Section VIII.H.1.
- Enhanced integration of service delivery through One-Stop delivery systems nationwide.  
  
Please see Section VII.
- A refocusing of the WIA youth investments on out-of-school youth populations, collaborative service delivery across Federal programs, and increased accountability.  
  
Please see Section I.C., Section II., Section V.H., and Section IX.E.1.
- Improved development and delivery of workforce information to support workforce investment boards in their strategic planning and investments, providing tools and products that support business growth and economic development; and providing quality career guidance directly to students and job seekers and their counselors through One-Stop Career Centers.  
  
Please see Section II., Section V.A., Section V.E., Section V.H., Section VI.A., Section VI.D., Section IX.A.5., Section IX.B., Section IX.E.4., Section IX.G.1., Section X.A., and Section X.D.4.
- Faith-based and community-based organizations playing an enhanced role in workforce development.

Please see Section III.A.2., Section V.H., Section VIII.D.1., Section IX.E.1., and Section IX.H.

- Enhanced use of waivers and workflex provisions in WIA to provide greater flexibility to States and local areas in structuring their workforce investment systems.

Please see Section V.J., Section VIII.K.5., and Section X.C.

- Reporting against common performance measures across Federal employment and training programs.

Please see Section X.D.

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

- Appendix A - Hawaii Governor Linda Lingle's 2005 State of State Address, January 24, 2005
- Appendix B - Governor Lingle's 2005 Initiatives
- Appendix C - Department of Business, Economic Development and Tourism Annual 2004 Report
- Appendix D - Workforce Development Council 2005 Report to the Governor
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- Appendix H - Hawaii Workforce Development Detailed System Flow Chart

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

As stated above, Governor Lingle's economic development goal is for sustainable growth of Hawaii's economy leading to a higher standard of living for Hawaii's citizens. The State plans to achieve this goal by energizing Hawaii's existing economic drivers and developing new higher valued diversified economic activity that will support higher-skilled and higher-paid jobs.

## Energizing Hawaii's Existing Economic Drivers

To build a sustainable, growing economy, the state is seeking to better utilize its assets and resources towards economic development. This includes a greater role for culture, the arts, and Hawaii's universities as economic drivers.<sup>7</sup>

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

The Arts and Culture community in Hawaii is a significant business segment and a driving force in opening new markets for Hawaii's goods and services. This new vision of a "Creative Economy" has served to unify and give strategic direction to Hawaii's arts community. Results range from more exports and business opportunities abroad for Hawaiian music, performers and visual and performing arts to more venues at home. Another part of the new Creative Economy involves developing the film and digital media sector. There is a Creative Media Academy at the University of Hawaii, three television series in production in Hawaii, and several motion picture projects. In addition to over \$100 million in spending brought into the state, thousands of high-paying jobs were created and production and post-production contracts landed by local companies.

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

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<sup>7</sup> Another goal is to better utilize undervalued or underutilized assets under the stewardship of the State, such as its ocean waterfront properties in downtown Honolulu. A properly redeveloped vibrant and attractive waterfront can revitalize and provide the community with jobs, commerce and economic activity, entertainment, housing, and overall civic pride.

linguistics, philosophy to religion. Another example, is in the area of homeland security. Hawaii was recently designated by the U.S. Department of Energy as a Center for Energy Assurance, reflecting the best practices of Hawaii's Energy Division and State Civil Defense. This led to two Asia-Pacific Homeland Security summits. (A November 2004 summit brought together representatives of 41 countries and 24 states and territories for a conference unmatched in diversity and breadth of subject-matter.)

#### Developing New Diversified Economic Activity

The State's recent strong economic performance<sup>8</sup> will enable it to market itself as a place where interesting new and emerging economic sectors are developing, and as a place that is attractive to investment capital.

The strategy with respect to diversifying the economy is to facilitate the emerging sectors in Hawaii of life sciences and biotechnology; ocean and maritime sciences; astronomy; "dual use" technologies<sup>9</sup>; and film and digital media film production. In conjunction with its business community, Hawaii has identified these sectors as knowledge-based "clusters" in which Hawaii has a competitive advantage and which can be developed into growing and thriving sectors with desirable, high-paying jobs.

Hawaii also plans to actively recognize niche business sectors is high tech and diversified agriculture-aquaculture, and promote their ability to network and to gain capital and visibility.

- I.B. *Given that a skilled workforce is a key to the economic success of every business, what is the Governor's vision for **maximizing and leveraging** the broad array of Federal and State **resources** available for workforce investment flowing through the State's cabinet agencies and/or education agencies in order to ensure a skilled workforce for the State's business and industry*  
*[Ref: WIA§112(a) and (b)(4)(A-C)]*

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<sup>8</sup> See Section IV for further information regarding Hawaii's current economic position.

<sup>9</sup> "Dual-Use Technologies" refers to technologies that were developed for the Federal Government, and also have civilian applications. For instance, underwater sensing and mapping technologies commissioned by the military can also be adapted to a number of civilian ocean uses. Without the military's investment, the technology probably would not have been developed. But after it is developed it is relatively inexpensive to customize it for commercial use. This creates a new and hopefully profitable market for the company that developed the military version. Another example is the Maui "super computer" that is funded by the Air Force and used for military purposes, and is commercially available to research firms.

Governor Lingle’s vision for maximizing and leveraging the broad array of Federal and State workforce investment resources is a workforce development system that is:

- 1) optimized with respect to utilizing available technologies,
- 2) strategically aligned with economic, education, and social service efforts, and
- 3) organizationally structured for efficient operations.

Note: These elements are described further in Section II – Workforce Priorities.

The Governor believes that providing the workforce system “as a whole”<sup>10</sup> with a clearly articulated and aligned State and Federal vision<sup>11</sup> will make it easier for the Counties to share in the vision and thereby facilitate statewide evolution towards desired outcomes. And with that shared vision, the State can provide guidance to the Local WIBs, and the Local WIBs can correspondingly guide their One-Stops. Responsibility and timeliness are cornerstones of implementing any plan. The envisioned workforce system must include an accountability mechanism.

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

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

- 1) career guidance<sup>12</sup> beginning with middle school,

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<sup>10</sup> That is, a workforce system that is not designed to operated in two parts; as a “WIA part” and a “State part”.

<sup>11</sup> As described in Section I – Summary.

<sup>12</sup> For instance, a Career Pathways Program

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

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

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

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

Note: As mentioned in response to Section I.A., a State goal is a greater role for the university system as an economic driver. This includes programs to develop and foster more university/business exchange and partnerships, to infuse more entrepreneurship with academia, and to encourage and support commercialization of promising research and development at the universities. One of the State’s goals is to position Hawaii as the knowledge hub of the Pacific Rim.

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

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

focused and cost-effective workforce system by eliminating duplication and aligning efforts.

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

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

## II. Workforce Investment Priorities

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

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

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

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

### 1) Job Quality Gap

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

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

## 2) Worker Supply Gap

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

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

## 3) Worker Preparation Gap

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

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

#### 4) One-Stop Job Center Gap

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

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

#### 5) Youth Services Gap

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

#### 6) Communication and Coordination Gap

With respect to facilitating the evolution of the current workforce development system into the one envisioned in Section I through improved communication and coordination, the priority is to provide the information and tools needed for informed decision-making and strategically targeted efforts and increased use by job seekers and businesses:

- developing and maintaining a website<sup>13</sup> that will serve as a comprehensive resource to job seekers, business, and workforce professional,
- communication and coordination system that will support One-Stops across the state and save on individual local expenses by sharing common activities such as media buys, workforce supply-demand studies, preparation of printed material, and
- mutually agreed upon performance expectations for LWIBs, a system for State oversight of LWIBs, and meaningful opportunity for them LWIBs to affect State policy.

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<sup>13</sup> See Section V.A for further detail on website plans.

### III. State Governance Structure

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

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

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

Please see the organizational chart provided as Appendix J.

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

The Governor appointed the Department of Labor and Industrial Relations (“DLIR”) as her official designee for WIA and all workforce development matters. In turn, the DLIR Director assigned the department’s Workforce Development Division (“WDD”) to administer the WIA funds on the Governor’s behalf. As the WIA administrator, WDD contracts with and monitors the local area grantees (the four counties) for the purposes of WIA implementation. WDD also reviews and approves budgets for the Workforce Development Council (“WDC”) and the DLIR’s Research and Statistics Office (“R & S”) to carry out WIA purposes. WDD’s other areas of responsibilities include Wagner-Peyser, Trade Adjustment Assistance (“TAA”), Tax Credits, Senior Community Service Employment, and Registered Apprenticeships.

Each of Hawaii’s four county mayors appoints the local Workforce Investment Boards (“LWIBs”) in their respective counties, in accordance with WIA provisions and the WIA State Plan. The LWIBs select and monitor the One-Stop operators, training providers, and youth providers. Except for Adult Education and the Community College training programs, these providers are non-governmental agencies, including but not limited to community-based organizations (“CBOs”) and faith-based organizations. ALU LIKE, Inc.<sup>14</sup> is the organization that receives WIA funds for Native Hawaiians, American Indians, and Alaskan Natives.

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<sup>14</sup> ALU LIKE, Inc. is a non-profit organization designated to receive federal funds to conduct the QIA Title I-D Programs for Native Hawaiians, American Indians, and Alaskan Natives.

Currently, WDD branches in all four counties are in the consortia selected by the LWIBs to operate the One-Stops. At this time, the consortia are led by WDD branches in the three neighbor island counties and by the City & County of Honolulu on Oahu.

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

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

- 1) DLIR, which houses WDC, WDD, Research & Statistics, Unemployment Insurance, and the Office of Community Services,
- 2) Department of Business, Economic Development and Tourism (“DBEDT”), which is responsible for economic development<sup>15</sup>,
- 3) Department of Human Services (“DHS), which houses vocational rehabilitation, Temporary Assistance for Needy Families (“TANF”), foster care, the juvenile correctional facility, and HUD employment and training programs, and
- 4) Department of Health (“DOH”), which houses mental health and developmental disability programs.

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

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

An elected Board of Education formulates policy and manages the public school system, which includes pre-K-12 schooling, Adult Education, and Family Literacy programs.

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<sup>15</sup> DBEDT also maintains a collaborative relationship with the counties’ economic development boards.

Job Corps and the Molokai Youth Opportunity Grant are represented on the pertinent LWIBs. Organizations that have received USDOL earmark grants do not have to coordinate with the DLIR; several have established partnerships with other workforce agencies.

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

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

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

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

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

- 1) the directors of labor and industrial relations; human services; and business, economic development, and tourism; the superintendent of education; and the president of the University of Hawaii;
- 2) sixteen private sector representatives from business, including at least one member from each of the four county workforce investment boards;
- 3) one representative from a community-based native Hawaiian organization that operates workforce development programs;
- 4) two representatives from labor;
- 5) four members of the legislature, two from each house, appointed by the appropriate presiding officer of each house;

- 6) two mayors or their representatives; and
- 7) the Governor or the Governor's designee.

WDC's practice is to include, whenever possible, LWIB Chairs<sup>16</sup> as four of its private sector members, and is in the process of amending state statute to codify this change to its membership.

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

The Governor appoints business and labor representatives to the WDC from nominations by private sector organizations and individual applications. The representative of the National Farm Worker Jobs Program is appointed as a private sector representative. The newly constituted WDC was in place as of October 1999. The Governor appoints two county mayors and requests the Senate President and the Speaker of the House to appoint two members each.

The WDC membership represents construction, finance/real estate, law, training, high technology, printing, health care, staffing services, retail, private non-profits, utilities, entrepreneurs, economic development boards, and employer intermediary organizations. Each county, through its LWIB, is represented on the WDC.

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

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

The chief "players" for State-level interagency agreements sit at the WDC table. Therefore, plans for coordinated/integrated service delivery and resource leveraging will be facilitated by WDC.<sup>17</sup>

The Vocational Rehabilitation Advisory Council provides a coordinating network and forum between WIA-Title I, Perkins, and vocational rehabilitation. The

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<sup>16</sup> LWIB Chairs must be from the private sector.

<sup>17</sup> See Summary Table of Strategies; Strategy CC-12.

Career and Technical Education Coordinating Advisory Council brings together the University of Hawaii Board of Regents, the Board of Education, and business members of the WDC.

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

The WDC sets the direction for the statewide workforce development system in its "Hawaii Workforce Development Strategic Plan" provided as Appendix I. The WDC advises the Governor regarding workforce development policy and the Governor's WIA responsibilities.

The Council meets six times a year. Committees consider issues and make recommendations to the full Council.

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

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

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

The WDC complies with the State's "Sunshine Law", which requires posting public notice of its meetings through the Lieutenant Governor's office. All meeting notices ask that those needing accommodation call the WDC office. Meeting notices, roster, minutes, reports, plans are posted on DLIR's website. The Hawaii State web pages meet the "Web Content Accessibility Guidelines 1.0", available at <http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505>, level A. The State goal is to continue to work to make access available to all individuals, and therefore is currently striving to reach level Double-A compatibility.

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

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

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

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

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

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

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

Three State cabinet members with responsibilities for portions of the workforce investment system sit on the WDC. Their local counterparts sit on the LWIBs.

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

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

The State procured America’s One-Stop Operating System (“AOSOS”), which is available to active participating One-Stop partners. It:

- 1) enables partner agencies to register, case manage, and track common customers,
- 2) allows staff from all user agencies to access job order information,
- 3) enables users in all One-Stop Job Centers statewide to access the common database,
- 4) provides a data warehouse that is used for preparation of reports, and
- 5) shares with other consortium states the cost of modifications to ensure compliance with new federal reporting requirements, thus lowering expenses for the State.

No State general fund revenues are directed to One-Stop Job Center development. To ensure that adequate funding is available for the maintenance of the system locally, costs are shared by all of the participating One-Stop user programs that are primarily federally funded. The costs for upgrade of the system are shared with other user AOSOS consortium states, thus lowering the expenses for all states individually.

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

Long-standing State-level barriers to coordination have been turf issues between organizations, blurred roles and responsibilities between the State and Counties and between the public and private sectors, shared governance over the educational institutions and the conflicts arising therefrom, and inexperience in the collaborative pursuit of the State’s economic policy. Activities, such as the National Governors’ Association (“NGA”) Pathways project, P-20 Initiative, Department of Education/University of Hawaii-Community Colleges (“DOE/UHCC”) Coordinating Council, Real Choices web site for people with disabilities, and several action items in the Hawaii Workforce Strategic Plan (Appendix I), convene diverse organizations to solve problems together and build mutual trust.

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

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

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

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

The State believes that it is important for information to be public and accessible, and has developed a written communication system consisting of WIA Bulletins and WIA Memorandums.

The WIA Bulletins are used to disseminate Federal and State policies, guidance, and information necessary for program implementation such as all funding allocations and instructions for the submittal of local area plans.

The WIA memorandums are used to disseminate general information about WIA and related topics.

WDC also invites LWIB representation on its committees. The State also hosts periodic State/Local Area meetings to discuss various issues related to the implementation of WIA. Until recently, these meetings were held on a quarterly basis and the local grant recipient and LWIB staffs flew to Honolulu to attend. However, due to the reduction in Hawaii’s allotment of WIA funds, the meetings are held less frequently and via video conferencing.

*III.C.4. Describe any cross-cutting organizations or bodies at the State level designed to **guide** and inform **an integrated vision for serving youth in the State** within the context of workforce investment, social services, juvenile justice, and education. Describe the membership of such bodies and the functions and responsibilities in establishing priorities and services for youth. How is the State promoting a collaborative cross-agency approach for both policy development and service delivery at the local level for youth? [Ref: WIA §112(b)(18)(A)]*

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

- 1) As part of its strategy to improve coordination of services in the One-Stop Job Centers, WDC will convene partner State agencies to negotiate inter-agency agreements. These agreements will also incorporate coordinated services to youth.<sup>18</sup>
- 2) The State will ask local areas to improve and describe their collaborative approaches to youth service delivery in a Comprehensive Youth Plan to be included in their local plan.<sup>19</sup> State review and approval of the local plans will ensure coordination by local agencies.<sup>20</sup>
- 3) Staff representing three Hawaii organizations, the Oahu Workforce Investment Board (“OWIB”), Job Corps, and Foster Care, attended the December 2004 USDOL forum in Phoenix, Arizona. They have shared the information and assisted the Adult Education Section to conduct a cross-agency symposium in April 2005 featuring model coordination strategies. The WDC Youth Committee is using the tools from the symposium to create a planning matrix to map the desired, comprehensive, coordinated youth system for Hawaii.

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

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

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<sup>18</sup> See Summary Table of Strategies; Strategy CC-12.

<sup>19</sup> See Summary Table of Strategies; Strategy OS-2.

<sup>20</sup> See Summary Table of Strategies; Strategy CC-14.

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

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

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

## IV. Economic and Labor Market Analysis

[Ref: WIA §112(b)(4)]

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

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

In calendar year 2004, there was an annual average of 582,300 jobs in the State of Hawaii. The economic base of the State is composed of 10 major industries; the largest of which is Government. The public sector is composed of 120,050 jobs and accounts for slightly more than 20 percent of the total jobs count. Within the government sector, the largest branch is state government, with a significant percentage of its jobs in Education. The Federal government branch is the second largest, and County government is the smallest.

Not far behind are the combined industries of Trade, Transportation, and Utilities ("TTU"), which tallies 112,100 jobs, or a little over 19 percent of the job total. Over half of the TTU jobs are in the retail trade. TTU experienced the largest increase in new jobs between 2003 and 2004; an increase of 4,200 jobs.

Another major industry in Hawaii is the Leisure and Hospitality industry, which has 103,750 jobs and nearly 18 percent of the total job tally. A huge sector of this industry is Accommodation and Food Services; the hotel and restaurant business. With tourism approaching record highs in terms of visitor arrivals, this industry is a major player in the statewide economy.

On a smaller scale, Hawaii has a Professional and Business Services industry, which accounts for approximately 12 percent of the statewide job total. Its 70,600 jobs are mostly in the Administrative, Support and Waste Management sector and secondarily, the Professional, Scientific, and Technical fields.

Over 11 percent of the jobs in Hawaii are in the Educational and Health Services industry. Of the 67,400 jobs, the bulk of them are located in Health Care and Social Assistance agencies.

The Natural Resources and Construction industry, though smaller in size with 29,300 jobs (5 percent of the statewide job total), was the fastest growing industry over the past year. Between 2003 and 2004, it increased by 4.8 percent; the State's overall job growth rate was 2.6 percent.

The rest of Hawaii's economic base is composed of the following industries: Financial Activities (28,700 jobs); Other Services (24,200 jobs); Manufacturing (15,450 jobs); and Information (10,700 jobs).

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

In the short term, educational and health services; trade, transportation and utilities; professional and business services; leisure and hospitality, and construction and mining will account for over 90% of Hawaii's job growth. Construction and mining is also projected to experience the largest percentage growth of all industries, in anticipation of a boom in jobs related to new military contracts. Only the information industry may decline; with its change dependent upon gains or losses in the movie picture industry.

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

- Large military housing contracts will fuel growth in jobs related to specialty trade contractors and the building construction sectors. And, with construction on the upswing, construction- and extraction-type jobs are expected to correspondingly soar over the next 10 years.
- There will be a significant number of new jobs in the areas of education, training, and library-related work.
- Nursing and residential care facilities will be the driving force behind health services. Jobs in demand include health practitioners and service jobs in healthcare support.
- Service occupations, the largest occupational group, are likely to add the most jobs; with food preparation and food service jobs adding the largest number of new jobs.
- Other kinds of work expanding at a fast pace will be jobs involving computers and math; community and social service positions; protective service, and personal care.

Table IV.1 at the end of this section shows Hawaii's 2002-2012 occupational outlook by major occupational groups. Additional information can be found in Appendix K.

In the next decade, manufacturing and natural resources and mining are expected to decline. Manufacturing will be the hardest hit, with losses anticipated in the nondurable goods area. Agriculture, forestry, and fishing will register fewer slots, too. Table IV.2 at the end of this section shows the industrial composition of Hawaii's workforce expected between 2002 and 2012. Another area in decline is the administrative support group, mainly word processors and typists. Stock clerks and order fillers as well as secretaries will also find less work due to automation and technological advances.

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

Currently, workers with carpentry skills (220) in the construction industry, registered nurses (290), elementary (310) and secondary school teachers (240), and workers certified in the health and education fields are in demand. Over the next decade, the latter three occupations will still have opportunities in numbers of approximately 260, 300, and 350, respectively.

Other occupations in demand (that require specialized training) involve the computer and mathematical arena, such as network systems and data communication analysts (320), network and computer systems administrators (270), and computer and information systems managers (220). Job opportunities for electricians (740) and smaller numbers of construction related occupations, such as drywall and tile installers, cement masons, and brick masons, will also be plentiful during this period.

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

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

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

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

In addition to the specialized knowledge and possession of relevant degrees of education, the skills necessary for professional jobs involve reading comprehension, active listening, critical thinking, speaking, instructing, and mathematics. Abilities such as oral/written expression and oral/written comprehension, reasoning, and problem sensitivity are also desirable attributes. Service occupations require less education and training preparation. Important skills needed include active listening, speaking, and social perceptiveness. Oral and written comprehension and expression, along with physical requirements like trunk strength, speech clarity, and near vision are also helpful to this group. Table IV.3 at the end of this section lists the skills; abilities; knowledge; and training and education requirements of the top 10 occupations with the largest annual openings expected between 2002 and 2012.

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

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

In 2004, Hawaii's had a civilian<sup>21</sup> labor force of 615,800, with the following approximate characteristics:

- The workforce is multi-ethnic; the two largest groups are Asian (45 percent) and White (26 percent).
- Thirty-four percent are employed in management, professional, and related "white-collar" occupations. Twenty-seven percent are in sales and office occupations. Twenty-one percent are in service occupations.
- About 19 percent are in the educational, health, and social services industries. About 15 percent are in the arts, entertainment, recreation, accommodation, and food services industries. Approximately 12 percent are in the retail trade.
- Median earning in 2003 was \$27,095. Males working full-time, year-round earned \$39,205, and females earned \$31,123. Women accounted for 48 percent of the civilian labor force, with a 2.9 percent unemployment rate.

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<sup>21</sup> Hawaii has several large military installations.

- The age of the current workforce – a smaller proportion of workers between ages 18 and 45; a preponderance of older workers (55-64 year olds) – means that Hawaii faces the prospect of a long-term labor shortage. The State will need roughly 22,000 new workers each year through 2012, whereas only 12,000 youth will enter the Hawaii workforce each year.
- Only 60.4 percent of Hawaii’s civilian population, age 16 and older, is participating in the workforce, compared to the national average of 66.2 percent.

Other general demographics affect the makeup of the potential workforce:

- Approximately 20 percent of the State’s population has disabilities.
- Almost one-fifth (17.5%) of the State’s population is foreign-born.
- There are over 10,000 TANF clients, mostly women, seeking work.

Additional detail can be found in Table IV.4 at the end of this section, in Appendix F, and in Appendix G, a report on Hawaii’s workforce challenges.

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

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

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

Hawaii’s skill gap is significant. At one end of the spectrum, many of its workers and job seekers are of an unacceptably low level in the basics of reading, writing, communicating, and reasoning. [This is illustrated on pages 13 of the NGA project report, attached as Appendix F.] Table IV.3 at the end of this section lists the skills currently in need, and through 2012. Section II regarding Hawaii’s Worker Preparation Gap also addresses the State’s skill gap.

On the other end, as Hawaii attempts to develop high tech industries, it must have a workforce available to support that transition. (Please see response to Section I.A and page 13 of Appendix F.)

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

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

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

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

<b>Table IV. 1. Occupational Employment, 2002 – 2012 State of Hawaii</b>				
	<b>Employment</b>		<b>Change in Employment</b>	
<b>Occupation Group</b>	<b>2002</b>	<b>2012</b>	<b>Total</b>	<b>Percent</b>
<b>TOTAL, ALL GROUPS</b>	<b>558,220</b>	<b>636,480</b>	<b>78,260</b>	<b>14.00%</b>
<b>Management, Business &amp; Financial Occupations</b>	<b>48,940</b>	<b>56,810</b>	<b>7,870</b>	<b>16.10%</b>
Management Occupations	29,150	33,650	4,500	15.40%
Business & Financial Occupations	19,780	23,160	3,380	17.10%
<b>Professional &amp; Related Occupations</b>	<b>100,600</b>	<b>120,690</b>	<b>20,090</b>	<b>20.00%</b>
Computer & Mathematical Occupations	6,800	8,670	1,870	27.50%
Architecture & Engineering Occupations	8,310	9,000	690	8.30%
Life, Physical, & Social Science Occupations	6,670	7,600	930	13.90%
Community & Social Services Occupations	8,120	10,200	2,080	25.60%
Legal Occupations	4,330	5,010	680	15.70%
Education, Training, & Library Occupations	35,380	43,200	7,820	22.10%
Art, Design, Enter, Sports, & Media Occupations	8,650	9,930	1,280	14.80%
Healthcare Practitioners & Technical Occupations	22,330	27,080	4,750	21.30%
<b>Service Occupations</b>	<b>151,200</b>	<b>177,730</b>	<b>26,530</b>	<b>17.50%</b>
Healthcare Support Occupations	13,630	18,050	4,420	32.40%
Protective Service Occupations	21,750	26,560	4,810	22.10%
Food Preparation & Serving Related Occupations	66,830	75,770	8,940	13.40%
Building & Grounds Cleaning & Maint Occupations	31,410	36,520	5,110	16.30%
Personal Care & Service Occupations	17,590	20,830	3,240	18.40%
<b>Sales &amp; Related Occupations</b>	<b>57,470</b>	<b>63,470</b>	<b>6,000</b>	<b>10.40%</b>
<b>Office &amp; Administrative Support Occupations</b>	<b>95,700</b>	<b>98,940</b>	<b>3,240</b>	<b>3.40%</b>
<b>Farming, Fishing, &amp; Forestry Occupations</b>	<b>4,700</b>	<b>4,770</b>	<b>70</b>	<b>1.50%</b>
<b>Construction &amp; Extraction Occupations</b>	<b>24,400</b>	<b>31,040</b>	<b>6,640</b>	<b>27.20%</b>
Supervisors, Construction & Extraction Workers	1,920	2,340	420	21.90%
Construction Trades Workers	19,690	25,260	5,570	28.30%
Helpers, Construction Trades	1,600	2,010	410	25.60%
Other Construction & Related Workers	1,000	1,190	190	19.00%
<b>Installation, Maintenance, &amp; Repair Occupations</b>	<b>22,040</b>	<b>24,890</b>	<b>2,850</b>	<b>12.90%</b>
<b>Production Occupations</b>	<b>18,440</b>	<b>19,750</b>	<b>1,310</b>	<b>7.10%</b>
<b>Transportation &amp; Material Moving Occupations</b>	<b>34,740</b>	<b>38,380</b>	<b>3,640</b>	<b>10.50%</b>

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

**Table IV. 2. Industry Employment and Growth Rates, 2002 - 2012  
State of Hawaii**

INDUSTRY	2002	2012	CHANGE IN EMPLOYMEN T	AVG. ANNUAL GROWTH RATE
<b>TOTAL, ALL INDUSTRIES</b>	<b>558,220</b>	<b>636,480</b>	<b>78,260</b>	<b>1.4%</b>
<b>GOODS-PRODUCING INDUSTRIES</b>	<b>48,700</b>	<b>54,790</b>	<b>6,090</b>	<b>1.3%</b>
NATURAL RESOURCES AND MINING	7,860	7,750	-110	-0.1%
CONSTRUCTION	25,600	32,480	6,880	2.7%
MANUFACTURING	15,240	14,560	-680	-0.4%
<b>SERVICE-PRODUCING INDUSTRIES</b>	<b>509,520</b>	<b>581,690</b>	<b>72,170</b>	<b>1.4%</b>
TRADE, TRANSPORTATION, & UTILITIES	106,850	118,610	11,760	1.1%
Wholesale Trade	16,260	17,880	1,620	1.0%
Retail Trade	64,260	69,330	5,070	0.8%
Transportation & Warehousing	23,630	28,660	5,030	2.1%
Utilities	2,700	2,730	30	0.1%
INFORMATION	11,690	12,450	760	0.7%
FINANCIAL ACTIVITIES	27,680	29,440	1,760	0.6%
PROFESSIONAL & BUSINESS SERVICES	67,040	83,520	16,480	2.5%
EDUCATION & HEALTH SERVICES	105,900	128,430	22,530	2.1%
Educational Services, Inc Govt. Educational Services	50,570	59,370	8,800	1.7%
Health Care & Social Assistance	55,330	69,060	13,730	2.5%
LEISURE & HOSPITALITY	97,470	111,020	13,550	1.4%
Arts, Entertainment, & Recreation	11,020	12,480	1,460	1.3%
Accommodation & Food Services	86,440	98,540	12,100	1.4%
Accommodation	36,100	42,210	6,110	1.7%
Food Services & Drinking Places	50,340	56,330	5,990	1.2%
OTHER SERVICES	22,880	25,100	2,220	1.0%
GOVERNMENT	70,010	73,110	3,100	0.4%
Federal Government	30,690	31,280	590	0.2%
State Government, exc Education & Hospitals	22,190	23,920	1,730	0.8%
Local Government	17,130	17,910	780	0.5%

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

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

November 2004

**Table IV. 3. Skill Requirements of Jobs With the Most Job Openings From 2002-2012**

<i>Occupation</i>	<i>Skills</i>	<i>Abilities</i>	<i>Knowledge</i>	<i>Training &amp; Education Requirements</i>	<i>Annual Openings</i>
Waiters & Waitresses	Speaking, Active Listening, Service Orientation, Social Perceptiveness	Oral Comprehension & Expression, Speech Clarity & Recognition, Trunk Strength	Customer & Personal Service, Sales & Marketing, English, Food Production	Short-term on-the-job training	1,030
Retail Salespersons	Active Listening, Mathematics, Speaking, Social Perceptiveness, Critical Thinking	Oral Comprehension & Expression, Trunk Strength, Speech Recognition & Clarity, Problem Sensitivity	Customer & Personal Service, Sales & Marketing, Administration & Management	Short-term on-the-job training	970
Cashiers	Active Listening, Mathematics, Speaking, Instructing, Social Perceptiveness	Oral Expression & Comprehension, Number Facility, Speech Recognition & Clarity, Near Vision	Customer & Personal Service, Mathematics, English, Education & Training	Short-term on-the-job training	690
Fast Food Preparers & Servers	Active Listening, Speaking, Instructing, Mathematics, Social Perceptiveness	Oral Comprehension & Expression, Speech Clarity, Problem Sensitivity, Trunk Strength, Near Vision	Customer & Personal Service, Food Production, Sales & Marketing, Mathematics	Short-term on-the-job training	550
Security Guards	Active Listening, Speaking, Social Perceptiveness, Monitoring, Writing	Problem Sensitivity, Selective Attention, Inductive Reasoning, Near Vision, Oral Comprehension	Public Safety & Security, Customer & Personal Service, English, Law & Government	Short-term on-the-job training	480
Janitors & Cleaners	Equipment Maintenance, Repairing, Troubleshooting	Static Strength, Manual Dexterity, Multi-limb Coordination, Trunk Strength, Stamina	Mechanical, Customer & Personal Service, Chemistry	Short-term on-the-job training	410
Office Clerks, General	Active Listening, Reading Comprehension, Speaking, Writing, Social Perceptiveness	Oral Expression & Comprehension, Speech Recognition & Clarity, Written Comprehension	Customer & Personal Service, Clerical, English, Mathematics	Short-term on-the-job training	400
Maids & Housekeeping Cleaners	No specific skills	Trunk Strength, Wrist-Finger Speed, Manual Dexterity	Customer & Personal Service	Short-term on-the-job training	390
Registered Nurses	Active Listening, Reading Comprehension, Critical Thinking, Instructing, Speaking	Problem Sensitivity, Oral Comprehension, Reasoning	Medicine & Dentistry, Psychology, Customer & Personal Service, English, Biology	Associate Degree	350
Food Counter Attendants	Speaking, Instructing, Active Listening, Reading, Comprehension	Oral Comprehension & Expression, Speech Recognition & Clarity, Trunk Strength, Near Vision	Customer & Personal Service, Food Production, Mathematics	Short-term on-the-job training	310

**Table IV. 4. LABOR FORCE INFORMATION BY SEX AND RACE  
State of Hawaii, 2004**

SEX AND RACE	CIVILIAN LABOR FORCE	PERCENT DISTRIBUTION			UNEMPLOYMENT RATE
		CIVILIAN LABOR FORCE	EMPLOYED	UNEMPLOYE D	
<b>BOTH SEXES (incl. Hispanic)</b>	615,800	100.0%	100.0%	100.0%	3.3%
WHITE	158,500	25.7	25.8	23.5	3.0
BLACK/AFRICAN AMERICAN	7,100	1.1	1.1	1.8	5.0
AMER. INDIAN/ALASKAN NATIVE	1,450	0.2	0.2	0.5	7.4
ASIAN	275,200	44.7	45.2	30.3	2.2
NATIVE HAWAIIAN/PAC. ISLANDER	51,700	8.4	8.1	16.2	6.3
SOME OTHER RACE	6,400	1.0	1.0	1.6	4.9
TWO OR MORE RACES	115,450	18.7	18.5	26.0	4.5
MINORITY GROUP	457,300	74.3	74.2	76.5	3.4
HISPANIC OR LATINO	36,650	6.0	5.8	10.1	5.5
<b>FEMALES (incl. Hispanic)</b>	298,150	100.0%	100.0%	100.0%	2.9%
WHITE	72,600	24.4	24.4	24.1	2.9
BLACK/AFRICAN AMERICAN	2,850	0.9	0.9	1.9	5.9
AMER. INDIAN/ALASKAN NATIVE	700	0.2	0.2	0.7	9.2
ASIAN	138,900	46.6	47.1	28.7	1.8
NATIVE HAWAIIAN/PAC. ISLANDER	24,500	8.2	8.0	15.7	5.6
SOME OTHER RACE	2,850	1.0	0.9	1.8	5.4
TWO OR MORE RACES	55,700	18.7	18.4	27.1	4.2
MINORITY GROUP	225,500	75.6	75.6	75.9	2.9
HISPANIC OR LATINO	18,100	6.1	5.9	11.1	5.3
<i>Females as a percent of both sexes</i>	48.4%	-----	-----	-----	-----

Note: Totals may not add due to rounding  
Source: Labor Force Estimates from 2004 Annual Local Unemployment Statistics ("LAUS"), based on 2000 Census

## V. Overarching State Strategies

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

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

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

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

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

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

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

A more effective Statewide workforce system will result in expanded participation by job seekers and employers, and as “success” builds, promote additional interest from private entities. Within the July 2005 to June 2007 span of this Plan, the State’s strategy is to focus on filling the immediate Worker Supply Gap, transitioning towards the vision of a demand-driven workforce system, and reinforcing its education pipeline. The LWIBs will be asked to develop and implement a local WIA Plan, consistent with this statewide plan.<sup>22</sup>

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

#### Organizationally Structured for Efficiency<sup>23</sup>

The State will organizationally structure itself for efficiency by renewing an initiative to clearly define the scopes of responsibilities of government agencies and available programs<sup>24</sup> involved in workforce development. This should facilitate elimination of overlaps in services, and thereby reduce administrative costs<sup>25</sup>. This will have an additional benefit of making the workforce system more understandable (and therefore more effective) to those unfamiliar with the system.

The State will suggest that One-Stop Job Centers explore expanding Memoranda of Understanding<sup>26</sup> to reduce duplicative services; foster electronic connectivity between partners; develop and identify resource support for innovative strategies; and identify the training needs of business partners. One-Stops could have cross-agency job developers that will serve as industry “experts” and represent all agencies, thus saving employers time and creating more job opportunities for One-Stop job seekers.

The goal of this strategy is to transform the current system of agencies and programs into a tightly coordinated network that is able to support the State vision described in Section I.

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<sup>22</sup> See Summary Table of Strategies; Strategy OS-2.

<sup>23</sup> See Summary Table of Strategies; Strategy OS-2, CC-12.

<sup>24</sup> Appendix E is a graphic illustration of Hawaii’s publicly funded workforce development programs.

<sup>25</sup> This initiative includes a review of infrastructure costs; particularly with respect to opportunities to enhance operations through co-location, and expansion or reduction in sites, programs, and agencies where appropriate.

<sup>26</sup> See Summary Table of Strategies; Strategy CC-12, OS-2.

Strategically Leverage  
Economic, Education, Employment Efforts.

The State will strategically leverage its economic, education, and social service resources by beginning its transition into the demand-driven statewide workforce system described in Section I. It will accomplish this by aligning economic development and:

- identifying high growth / high wage businesses and business associations, asking them for information regarding their workforce needs, and working on filling that need<sup>27</sup>,
- bringing key players together in a meaningful manner that will provide mutual benefit<sup>28</sup>,

aligning employment efforts and:

- focusing on underrepresented groups<sup>29</sup> and reaching out to discouraged workers<sup>30</sup>,
- reaching out to incumbent workers<sup>31</sup>, and exploring ways to facilitate in-migration<sup>32</sup> of workers with the skills in demand,
- focusing its training on (1) occupations in high demand<sup>33</sup>, and (2) on transferable skills, rather than specific occupations<sup>34</sup>,
- developing and implementing LWIB plans<sup>35</sup> that are synchronized with this statewide plan, reflecting County issues, and including meaningful mechanisms for ensuring progress towards the State vision and Federal WIA compliance,
- exploring ways to “piggyback” onto existing means of communication<sup>36</sup>, such as AUW’s 211 phone system to direct people

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<sup>27</sup> See Summary Table of Strategies; Strategy JQ-1, CC-3, CC-4, CC-5.

<sup>28</sup> See Summary Table of Strategies; Strategy CC-3, CC-6, JQ-1.

<sup>29</sup> See Summary Table of Strategies; Strategy WS-2 through WS-9.

<sup>30</sup> See Summary Table of Strategies; Strategy WS-18.

<sup>31</sup> See Summary Table of Strategies; Strategy WS-1, EP-14.

<sup>32</sup> See Summary Table of Strategies; Strategy WS-11, WS-17.

<sup>33</sup> See Summary Table of Strategies; Strategy WS-12.

<sup>34</sup> See Summary Table of Strategies; Strategy EP-11.

<sup>35</sup> See Summary Table of Strategies; Strategy OS-1, OS-2, OS-3, OS-4, OS-7, CC-7.

<sup>36</sup> See Summary Table of Strategies; Strategy CC-1, CC-2.

in need to job opportunities, and asking employers to suggest use of One-Stops as they notify job seekers that they were not selected, and

aligning education and:

- fortifying and synchronizing with the education pipeline through modifying curriculums to be career relevant<sup>37</sup>,
- ensuring that there are an adequate number of career counselors with the tools needed to provide guidance throughout the education pipeline, and encouraging the career counselors throughout the system to provide consistent information<sup>38</sup>,
- fortifying links between Adult Education, Community Colleges, and One-Stop Job Centers to reduce duplicative services<sup>39</sup>,
- addressing needs of youth and employers by exploring Work-Readiness Certification<sup>40,41</sup>; a portable declaration that a person is work-ready, and
- adopting policies that will drive the vision<sup>42</sup>, such as: when appropriate, WIA counselors will strongly encourage clients to enter further training, rather than a job.

An important aspect of this strategy is to appropriately prioritize among the myriad of opportunities and barriers to workforce development. For instance, an important consideration to job seekers moving to Hawaii is the cost and availability of housing, and one of the primary impediments to the construction of housing (and economic development in general) is governmental permitting requirements and delays. Another overarching problem is substance abuse. The State's housing shortage, permitting difficulties, and substance abuse are critical to workforce development, but attempting to solve these problems would distract the focus of the workforce system. Therefore, an additional strategy is for the workforce system to identify and support agencies whose primary responsibility are address barriers such as the affordable housing shortage, reviewing government permitting, and substance abuse.<sup>43</sup>

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<sup>37</sup> See Summary Table of Strategies; Strategy EP-1 through EP-7, EP9 through EP-13.

<sup>38</sup> See Summary Table of Strategies; Strategy EP-8, CC-8, WS-17.

<sup>39</sup> See Summary Table of Strategies; Strategy EP-7.

<sup>40</sup> Based on Adult Education's Equipped for the Future program.

<sup>41</sup> See Summary Table of Strategies; Strategy EP-15, EP-16.

<sup>42</sup> See Summary Table of Strategies; Strategy EP-17.

<sup>43</sup> See Summary Table of Strategies; Strategy WS-14, WS-15, WS-16.

### Optimize Use of Available Technologies<sup>44</sup>

This strategy is to better utilize available financial resources by expanding the use of technology to save time and money through an all-inclusive website that will either include or link to any and all available resources for job seekers, businesses, job matching, workforce professionals, and life-long learning.

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

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

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

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

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

- 1) A very active Department of Business Economic Development and Tourism that is dedicated to identifying and fostering business and economic development in the state. They have targeted industries, which were briefly described in Section I.B. (See also Appendix C, its 2004 Annual Report.)
- 2) Each county has an Economic Development Board dedicated to diversifying and strengthening a balanced county economy. One

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<sup>44</sup> See Summary Table of Strategies; Strategy CC-1, CC-2.

example of their work is a recent “Statewide Comprehensive Economic Development Strategy (“CEDS”)” report. It identified industry clusters which provide economic competitive advantages for the State, and proposed strategies and infrastructure projects to support and strengthen these industry clusters. It represents a deliberative and thorough planning process to provide a framework for recommending projects.<sup>45</sup> A summary of the industries identified is shown in Table 8 of the Workforce Development Council’s 2005 Report to the Governor, attached as Appendix D.

- 3) The State’s Department of Labor and Industrial Relations has a Research and Statistics Office that, among other things, regularly issues a report on Hawaii’s 10-year outlook for industries and occupations<sup>46</sup>, and plans to participate in the Census Bureau’s Local Employment Data (“LED”) program, and maintains a comprehensive website with labor information; [www.hiwi.org](http://www.hiwi.org).

Lastly, the State plans to conduct a sophisticated supply/demand analysis of target industry clusters<sup>47</sup>, to provide data-driven evidence of target industries and occupations, and to assist WIBs in the preparation of their Plans.

*V.D. What strategies are in place to promote and develop ongoing and sustained **strategic partnerships** that include business and industry, economic development, the workforce system, and education partners (K-12, community colleges, and others) for the purpose of **continuously identifying workforce challenges and developing solutions to targeted industries’ workforce challenges?***  
[Ref: WIA §112(b)(8)]

In early 2005, the State’s Workforce Development Council conducted a series of workshops to develop a common understanding of workforce challenges and learn about the best practices other states have used to address those challenges. This provides the basis for much of the information and strategies in this Plan.

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<sup>45</sup> This project was funded under an award from the U.S. Department of Commerce Economic Development Administration; Economic Development Administration Award No. 07 69 05370. In addition to County economic boards, the collaborative effort included participation by the State Department of Economic Development and Tourism, County Economic Development Agencies, and community, business, non-profit and other organizations, and the public.

<sup>46</sup> See Appendix K for the 2002-2012 Employment Outlook for Industries and Occupations, State of Hawaii, January 2005.

<sup>47</sup> See Summary Table of Strategies; Strategy CC-9.

The Council is composed of representatives from:

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

The Council has a statutory responsibility to continuously identify workforce challenges and develop solutions to targeted industry workforce challenges. In addition, implementation of this plan will provide greater focus on the critical aspect of workforce development. Council members will be added with consideration for the perspectives the individual can bring to the group, and include business representatives from target industries and economic development groups.<sup>48</sup>

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

The Strategy is to identify high growth/high demand industries, as stated in Section V.C, and provide this information to agencies that provide training and career counseling.<sup>49</sup> Another strategy is to encourage non-WIA Counselors to adopt a practice similar to WIA Counselors, of encouraging job seekers to pursue further education, rather than a job, when appropriate.<sup>50</sup> The Hawaii Career Resource Network has trained WIA case managers and teachers from middle, high, and adult schools to use “Real Games” with their clients to teach intelligent career choices to achieve their life goals.

The Community Colleges have positioned themselves to effectively use the funds they receive from the Community Based Job Training Act in July 2005. The

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<sup>48</sup> See Summary Table of Strategies; Strategy CC-6.

<sup>49</sup> See Summary Table of Strategies; Strategy EP-8, CC-8.

<sup>50</sup> See Summary Table of Strategies; Strategy EP-17.

Hawaii Workforce Informer (“HIWI”) website emphasizes wages, qualifications, educational requirements, and opportunities related to high growth/high demand industries.

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

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

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

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

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

The remaining 50% will be awarded to the local area(s) that significantly improve the local coordination and design of their workforce service delivery systems according to the goals and criteria adopted each year by the Workforce Development Council (“WDC”). The goals for 2005-2007 are as follows

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

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

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

- 1) Inclusionary implementation procedures and reasonable accommodation to ensure that youth with disabilities have access to programs.<sup>51</sup>
- 2) Youth, including those in school, are be able to access a broad array of career, employment and labor market information available in the One-Stop Job Centers.<sup>52</sup>
- 3) In work-world context, youth have the guidance of adult mentors and role models, and gain a broad spectrum of employment experiences to help shape their career paths.<sup>53</sup>
- 4) Relevant workforce-related strategies reduce the number of school dropouts.<sup>54</sup>
- 5) A minimum of 40% of WIA youth funds is spent on out-of-school youth, effective with the next round of Requests for Proposals (“RFPs”).<sup>55</sup>
- 6) A comprehensive and unified out-of-school youth strategy involving Adult Education and Family Literacy, Vocational Rehabilitation, Community Services Block Grants, Housing & Urban Development employment and training programs, Job Corps, the State Office of Youth Services, Family Court, foster care, Temporary Assistance for Needy Families (“TANF”), ALU LIKE, Inc.<sup>56</sup>, faith-based and community-based organizations, community colleges, and the Hawaii Department of Defense.<sup>57</sup>
- 7) Financial literacy as an eleventh required program element.<sup>58</sup>

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<sup>51</sup> See Summary Table of Strategies; Strategy YS-1.

<sup>52</sup> See Summary Table of Strategies; Strategy YS-3, YS-4, YS-5.

<sup>53</sup> See Summary Table of Strategies; Strategy YS-6.

<sup>54</sup> See Summary Table of Strategies; Strategy YS-7.

<sup>55</sup> See Summary Table of Strategies; Strategy YS-8.

<sup>56</sup> ALU LIKE, Inc. is a non-profit organization designated to receive federal funds to conduct the QIA Title I-D Programs for Native Hawaiians, American Indians, and Alaskan Natives.

<sup>57</sup> See Summary Table of Strategies; Strategy YS-9.

<sup>58</sup> See Section VIII.G.6 for a description of the eleven program elements.

Lastly, the State will ask the LWIBs to prepare a Comprehensive Youth Plan<sup>59</sup>, as part of its local WIA Plan, that will specifically address coordination and all youth<sup>60</sup> workforce-related needs, including education, vocation, and support services.

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

As stated earlier, the Hawaii Workforce Development Council has conducted a number of planning sessions and participated in a National Governors Association project. The findings of these efforts are reflected in this plan. As a strategy to ensure future action, a list of barriers and actions in place to address them will be prepared and maintained.<sup>61</sup>

Lastly, the Council will also actively seek ways in which the State can assist the LWIBs in joining in the Governor's vision for the State's workforce system by addressing systemic barriers.<sup>62</sup>

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

In Fall 2005, the State will develop several waiver requests to direct more training funds to incumbent workers, and to take advantage of flexibility provisions regarding funding.

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<sup>59</sup> See Summary Table of Strategies; Strategy YS-9.

<sup>60</sup> Although youth in need should be a major concern, the Plan should not be limited to youth-in-need.

<sup>61</sup> See Summary Table of Strategies; Strategy WS-13.

<sup>62</sup> See Summary Table of Strategies; Strategy OS-2, OS-5.

## VI. Major State Policies and Requirements

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

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

America's One-Stop Operating System<sup>63</sup> ("AOSOS") is an internet-based system for data collection, reporting, and case management for WIA and Wagner-Peyser programs. This system was developed by a team of Federal, State, and local workforce professionals specifically to meet the needs of the WIA One-Stop program design; that is, customer data collection and reporting, case management, and calculation of WIA's core performance measures. Data is collected at the local level and entered into AOSOS to produce the federally required reports and various other local area reports that is used for program management. The data is also integrated at the State level with data from the Unemployment Insurance quarterly wage records in order to calculate the performance measures outcomes.

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

The State does not have formal policies in place regarding the efficient use of administrative resources, because it is the State's practice to allow its counties as much flexibility as possible. However, due to the small amount of WIA administrative funds available to the local areas in Hawaii<sup>64</sup>, the local grant recipients have made every attempt to reduce administrative costs. Each of the local areas has a single organizational structure that administers the grant, provides support for the local boards, and serves as the fiscal agent.

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<sup>63</sup> AOSOS is licensed from the New York State Department of Labor.

<sup>64</sup> Approximately \$475,000 for the largest local area (City and County of Honolulu; island of Oahu) and \$51,000 for the smallest local area (County of Kauai).

The co-location of the WIA and partner agencies has proved to be difficult. Currently the WIA and Wagner-Peyser staff are co-located in each of the local areas. In addition, the Hilo One-Stop Job Center in Hawaii County houses staff from unemployment compensation, welfare, and the Section 8 housing agency. In most cases, partner agencies out-station staff members at the One-Stop Job Centers on a regular or periodic basis.

As described in Section V, the State is asking the Local Workforce Investment Boards (“LWIBs”) to seek out further opportunities to eliminate duplicative facilities and services as it prepares its local plans. And, the Statewide plan includes initiatives designed to support the LWIBs in this endeavor.<sup>65</sup>

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

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

The State ensures that the One-Stops are providing universal access to services through periodic monitoring of the local grant recipients. In addition, during the past year, the State’s subcontractor for the Workforce Investment Grant (“WIG”) has assessed every One-Stop and provided training to One-Stop staff on the delivery of services to persons with disabilities.

The State is asking LWIBs to review their positions on universal access and consistency of service within their service area. As the State reviews LWIB plans, it will monitor them for consistency of both Statewide and Countywide service.<sup>66</sup>

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

Please see responses to Section IX.A.5 and Section IX.B for Hawaii’s demand-driven policies. In addition, the State has guided the system towards the concepts now described as a “demand-driven workforce investment system” through its

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<sup>65</sup> Summary Table of Strategies; Strategy OS-2, CC-1, CC-2, CC-9, CC-12, CC-13, CC14.

<sup>66</sup> Summary Table of Strategies; Strategy OS-2, CC-14.

statewide Workforce Development Council (which includes stakeholders from throughout the system, as described in Section III.B.2.), and other state agencies, such as the Department of Business, Economic Development and Tourism, and a University of Hawaii system that is very active in workforce development.

For instance, in February and March 2005, the Workforce Development Council (“WDC”) invited representatives of California’s North Valley Job Training Consortium (“NOVA”) and the Northwest Wisconsin Concentrated Employment Program (“CEP”), Inc. to share their “best practices” about operating as demand-driven systems. Some of this information is provided in Section IX.A.5.

In addition, LWIB staff have been encouraged to use the U.S. Department of Labor website, [www.workforce3one.com](http://www.workforce3one.com), and to infuse the national demand-driven concepts<sup>67</sup> in the local plans that will be prepared within the next several months.<sup>68</sup>

Lastly, as the State reviews local plans, it will pay particular attention to key areas such as the LWIB policy regarding allocation of resources, and training directed towards achievement of their goals for a demand-driven system. It is anticipated that each area will develop a policy that best addresses their County’s version of Worker Supply Gap and Worker Preparation Gap. As described throughout this Plan, there are areas in the State wherein job seekers lack very basic skills needed for employment. Obviously, these needs must be given priority.

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

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

The Job Corps has centers in two of Hawaii’s four counties; Honolulu and Maui. In both of these counties, the Job Corps sits on the local Workforce Investment Boards. A Job Corps representative is also a member of the State Workforce Development Council’s Youth Committee. And the WDD administrator is a member of the Job Corps Advisory Council.

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<sup>67</sup> In addition to the national demand-driven concepts, the LWIBs will be asked to incorporate the other national goals and priorities discussed in Section I.

<sup>68</sup> Summary Table of Strategies; Strategy OS-1, OS-2, OS-3, CC-14.

## VII. Integration of One-Stop Service Delivery

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

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

The State has established policies and procedures through Bulletins<sup>69</sup> and its WIA Plan's guidelines for the selection of One-Stop operators by local boards. (Please also see response in Section VIII.K.1.) In all four of Hawaii's local areas, a consortium of partners was selected as the operator, and the lead agencies are government entities that use civil service procedures for the hiring and evaluation of staff.

A review of the adequacy of this process will be included as the local WIA plans that will be prepared following approval of the Statewide plan.<sup>70</sup>

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

Due to the considerable differences in the economic, geographic, and social conditions across the four local areas, the State has allowed the local area grantees maximum flexibility in designing their service delivery systems. In all of the local areas, the Wagner-Peyser staff provides the core services required under WIA. The experience of the Wagner-Peyser staff in serving both job seekers and businesses has enabled the One-Stop Job Centers to provide well-integrated services to both these groups. Conducting periodic job fairs designed to meet the needs of both business and individual customers has been one of the most successful strategies.

Trade Adjustment Act ("TAA") and Wagner-Peyser manuals on business services support maximum integration of service delivery for both business and individual customers. Policy and guidance are also provided in this plan; please see responses in Section VI.B., Section VI.C., and Section VI.D.

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<sup>69</sup> Bulletins were issued at the time WIA was first implemented. These are commonly called "transition Bulletins".

<sup>70</sup> See Summary Table of Strategies; Strategy OS-2, CC-14.

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

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

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

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

The State uses a portion of the limited funds available for Statewide Activities to maintain America's One-Stop Operating System ("AOSOS"), a software system with common intake, case management, and reporting components for use by all of the One-Stop partners. Please also see response in Section VIII.C.

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

The local area grantees (in Hawaii's case, the counties) are required to identify in their local plans the workforce development needs of businesses and workers in their local areas and how their needs will be met.<sup>71</sup> The State assesses how well these needs have been met through the performance outcomes, particularly the customer satisfaction scores for businesses and participants.

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

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<sup>71</sup> See Summary Table of Strategies; Strategy OS-2, CC-14.

## VIII. Administration and Oversight of Local Workforce Investment System

### VIII.A. Local Area Designations:

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

Each of the four counties in the State are designated as a local workforce investment area. They are the:

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

The State has no plans to re-designate local areas.

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

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

- 1) The smallest area for federal Labor Market Information ("LMI") data is the county level. State LMI data is collected for the islands and the counties, but is not available for sub-areas.
- 2) On the neighbor islands, the State's community college system conforms with county jurisdictions. Oahu has four community colleges, with each campus assigned as the lead for subject areas, such that cumulatively, they serve the entire county.

- 3) The State's public school districts are county-wide on the neighbor islands. Oahu has four Department of Education districts.
- 4) An area with too small a population would have difficulty filling and financially supporting the large local boards mandated by the applicable federal legislation. It would also likely receive insufficient funds to run programs. Correspondingly, combining counties or parts of counties would mean additional jurisdictional coordination between Mayors.
- 5) Hawaii County, which has the largest geographical area and different demographics between the east- and west-sides, has government agencies and services in both East and West Hawaii which serve the single county.
- 6) The counties are well-established political divisions in Hawaii.

All Mayors agreed that the counties are the most appropriate designation. Further, the City and County of Honolulu meets the criteria for automatic designation, because of its population size. In May 1999, the Governor designated the four counties as workforce investment areas.

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

As of April 1, 2005, there have been no appeals of Hawaii's local area designations. Should, in the future, a local government with a population of 500,000 or more request and be denied designation as a local area, that local government may submit an appeal to the WDC. The Council would listen to the arguments from representatives of the local government and make a recommendation to the Governor regarding the appeal.

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

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

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

The criteria the State has established for the appointment of local board members are as follows:

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

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

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

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

In addition, a portion of the Statewide funds have been provided to local area grantees and LWIB staff and members for participation in national training sessions and conferences.

The State also supports high LWIB performance through WDC activities, such as development of an comprehensive website, workforce supply-demand modeling, and youth workshops.

Please also see response to Section VI.D.

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

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

The State plans to extend the local areas' current 5-year plans to January 31, 2006, except as follows.

- The local plans must not conflict with the following changed sections of the State WIA Plan:
  - 1) VIII.G.6 - criteria for youth activities grants,
  - 2) VIII.K.1 - guidelines for selection of One-Stop operators,
  - 3) IX.E.1 - youth services, and
  - 4) IX.E.4 - youth program design.
- Memoranda of Understanding between the One-Stop Job Centers' partners must be current as of July 1, 2005, in accordance with Section VIII.H.1.

The current 5-year plans are based on the State-prepared Local Plan Guidelines dated September 1999. The instructions require the local area grantees to identify and describe the local area policies, procedures, and activities for implementing WIA. The planning instructions include a section describing Hawaii's workforce development vision and broad strategic economic and workforce development goals that the local area grantees must follow in developing their own plans. However, due to considerable differences in the economic, geographic and social conditions in each of the local areas, the local area grantees are allowed maximum flexibility in developing the plans for their areas.

Upon approval of the July 2005 – June 2007 Statewide WIA Plan, the State will issue revised Local Plan Guidelines<sup>72</sup> that are consistent with updated performance goals and strategic direction, including direction regarding receipt and review of plans and negotiation of performance agreements.

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<sup>72</sup> See Summary Table of Strategies; Strategy OS-1, OS-2, OS-7, CC-14.

Those guidelines will also request that the LWIBs consider a number of additional matters, such as the following.

- 1) What programs, if any, will be targeted to prepare people for jobs that pay at least a self-sufficiency wage?
- 2) How will faith-based and community-based organizations be included in the local workforce investment systems?
- 3) What actions will the local area take to eliminate duplicative facilities and services?
- 4) What innovative business services will be introduced at the One-Stop Job Centers?

WDC and the Workforce Development Division (“WDD”) staff will be available to provide requested technical assistance during the local planning process.

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

Upon completion of the local planning process described in Section VIII.D.1 above, LWIBs submit their local plans to the State for approval. WDC and WDD staff will review and comment on the plans, and provide technical assistance.<sup>73</sup>

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

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

Not applicable. Hawaii does not have either intra-State or inter-State regions, in the sense discussed in this section.

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

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<sup>73</sup> See Summary Table of Strategies; Strategy CC-14.

*information or in the coordination of transportation and support services across the boundaries of local areas.*

Not applicable. Hawaii does not have either intra-State or inter-State regions, in the sense discussed in this section.

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

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

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

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

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

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

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

- 3) Using excess poverty as a factor in allocating a portion of the Adult and Youth Program funds would reduce the amount received by Kauai County, Hawaii's least populated Workforce Investment Area. This area already receives a very small

allocation and any further reduction in the amount would be detrimental.

- 4) The State will apply a 90% “hold harmless” to the allocations for adult and youth funds so that each county will be assured at least 90% of the average of the two previous years’ proportion of funds.

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

Please see response in Section VIII.F.1.

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

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

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

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

The WDC Planning Committee, which includes WDC members from each LWIB and representatives of elected officials, reviewed the proposal to retain the allocation formulas used in the 2000 WIA State Plan. The committee's draft was then sent to the LWIBs and the local area grantees for review and feedback before adoption by the full WDC.

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

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

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

- The provider holds all licenses, certificates, permits, and accreditations required under applicable Federal, State, and County laws, ordinances, codes and rules to provide the training services being offered, including good business standing with the State Department of Commerce and Consumer Affairs.
- Training providers must be accredited or licensed and must provide hard-copy evidence of accreditation or licensure:
  - 1) post-secondary degree-granting schools must be accredited by an accreditation body recognized by the U.S. Department of Education,
  - 2) massage, cosmetology, and real estate schools must be registered as a school with the appropriate board under the regulation of the State Department of Commerce and Consumer Affairs, or
  - 3) private schools that do not meet criteria described in items 1 and 2 above must be licensed by the State Department of Education (“DOE”), except as exempted by State statute.

Training providers report the names and completion or non-completion of all students and WIA participants in each approved program to both Department

of Labor and Industrial Relations’ (“DLIR’s”) Research and Statistics Office and Career Kokua<sup>74</sup>. Career Kokua collects the data, matches participants to Unemployment Insurance (“UI”) wage records, and evaluates the performance for each program and provider. Performance data are provided to each local area for their review in the determination of a provider’s subsequent eligibility as a training provider.

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

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

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

Subsequently, the local areas and DLIR formed an Eligible Training Provider (“ETP”) work-group to develop more detailed requirements and procedures that implemented the general policies of the preceding group. The purpose was to design a more uniform and simplified application for initial eligibility and subsequent eligibility of training providers such that more providers would participate. Greater consistency among counties also promotes uniformity in the review of providers, thereby reducing the likelihood that providers would be disapproved by one local area while approved by another. The business and labor representatives on the WDC commented on the draft procedures.

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

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<sup>74</sup> Career Kokua, created by H.R.S. 373c, is the Hawaii Career Information Delivery system (“HCIDS”). It collects and analyzes data and develops quality career information and services along the standards of the National Association of Computerized Systems of Career Information (“ACSCI”). Its mission is to provide localized current information for career decision making and career planning.

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

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

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

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

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

- 1) public notice of the RFP,
- 2) orientation of RFP applicants,
- 3) receipt and registration of proposals,
- 4) evaluation of proposals,
- 5) notice of findings and decisions, and
- 6) award of contracts.

VIII.G.6. *Identify the **criteria** to be used by local boards in awarding grants **for youth activities**, including criteria that the Governor and local boards will use to*

*identify effective and ineffective youth activities and providers of such activities. [Ref: WIA §112(b)(18)(B)]*

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

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

- 1) tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies,
- 2) alternative secondary school services,
- 3) summer employment opportunities that are directly linked to academic and occupational learning,
- 4) paid and unpaid work experiences, including internships and job shadowing,
- 5) occupational skill training,
- 6) leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours,
- 7) supportive services,
- 8) adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months,
- 9) follow-up services for not less than 12 months after the completion of participation,

- 10) comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, and
- 11) financial literacy training.

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

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

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

- 1) has a track record of achieving desired outcomes in the past,
- 2) has the capacity to measure WIA youth outcomes,
- 3) is committed to continuous improvement,
- 4) has a clear and consistent mission,

- 5) has staff with appropriate qualifications and experience,
- 6) has ongoing staff development and training,
- 7) is a part of a community network of services,
- 8) follows generally accepted financial practices, as evidenced by a financial statement or auditor's report,
- 9) attracts diverse funding, and
- 10) complies with applicable laws:
  - child labor and wage and hour laws,
  - laws ensuring nondiscrimination and equal opportunity,
  - laws governing the treatment of persons with disabilities, and
  - has all licenses, certificates, and permits required to conduct the provider's business in the State of Hawaii.

Criteria added in the July 2005 – June 2007 Statewide Plan will not apply to current contracts, but will go into effect with the next RFPs issued.

Evaluation studies conducted under WIA §136(e) will examine the effectiveness of identified youth activities.

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

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

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

- 1) the listing/maintenance of job orders,
- 2) employer outreach,
- 3) registration and referral of job seekers to appropriate jobs,

- 4) dissemination of labor market information,
- 5) initial assessment of skills,
- 6) individual and group employment counseling, and
- 7) provision of job search workshops.

This allows WIA-funded/voluntary partners to concentrate on providing the intensive and training services that are their strength. All agencies share in coordinated job development, employer relations, and marketing responsibilities. Promotional efforts, for example, publicize coordinated One-Stop services rather than individual programs. By July 1, 2005, the services of each One-Stop Job Center partner must be specified in local Memoranda of Understanding.

ALU LIKE<sup>75</sup> sites are access points for One-Stops while maintaining their identity and emphasis of service delivery as meeting the special needs of Native Hawaiians. ALU LIKE continues to emphasize using culturally appropriate styles of counseling, curriculum content, and specialized training based on a blend of western and Native Hawaiian cultural values, customs, and traditions, which accommodate those special needs of Native Hawaiians.

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

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

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

Training may include such topics as roles and responsibilities of youth councils, best youth practices, case management; assessment; program planning and development; assisting special populations; performance standards; financial management and procurement; contract management; on-the-the training; tools and techniques of monitoring; job development; One-Stop coordination; technology tools; skill standards; conflict resolution and negotiation; and targeting, outreach and recruitment. The training is

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<sup>75</sup> ALU LIKE, Inc. is a non-profit organization designated to receive federal funds to conduct the QIA Title I-D Programs for Native Hawaiians, American Indians, and Alaskan Natives.

provided by partners' State or local staff, and by outside experts (such as consultants or federal staff from USDOL, USDOE, and USDHHS).

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

Each time the State selects a form of technical assistance, it also specifies indicators of success and their level. Three and six months after assisting a local area, the State assesses whether the indicator improved to the identified level. If this has been accomplished, the particular form of technical assistance worked and the local area effectively responded to the effort to improve its performance. However, if the indicator has not improved, the technical assistance may not have been useful and/or the local area has not effectively implemented the lessons, and appropriate next steps are then determined.

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

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

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

The State staff conduct desk-monitoring on a regular basis by reviewing program performance data and expenditure reports to ensure that the local area grantees are spending funds on a timely basis and meeting the program goals. This information is shared with the State Workforce Development Council members during their periodic committee and full council meetings.

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

For the two-year life of this statewide plan, the WDC, in its oversight capacity, will more closely monitor local area performance<sup>76</sup>. For example, between 2005 and 2007, the WDC will target:

- a) the effective delivery of youth services, and
- b) timely data input into AOSOS related to youth participants.<sup>77</sup>

Specifically, WDC staff will monitor local youth service providers in areas that have unreasonably low numbers of participants, exiters, and goals.

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

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

**VIII.K.** Describe the following **State policies or procedures** that have been developed to **facilitate effective local workforce investment systems.**  
*[Ref: WIA §112(b)(17)(A) and 112(b)(2)]*

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

Each LWIB must select at least one One-Stop operator. As of April 1, 2005, each LWIB has selected a consortium as its One-Stop operator. In the future, if a consortium is not selected, LWIBs, on a competitive basis, will select the entity(ies) with the strongest qualifications in the following areas:

- 1) (documented) sound fiscal procedures, integrity, and accountability,
- 2) effective management structure (including an organization chart),
- 3) plan for use and training of staff from partner agencies,
- 4) plan for partner coordination,
- 5) infrastructure that provides sufficient space for partners and enables partners to interact electronically,

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<sup>76</sup> See Summary Table of Strategies; Strategy OS-7.

<sup>77</sup> See Summary Table of Strategies; Strategy YS-11.

- 6) demonstrated understanding of and commitment to the One-Stop Job Center strategy of seamless service, and
- 7) track record of achieving desired outcomes in the past.

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

Partners must enter into a Memorandum of Understanding (“MOU”) with the LWIB, with a two-year implementation timeline effective July 1, 2005. The MOU must delineate:

- 1) the role of each partner (services, implementation responsibilities),
- 2) how services will be funded,
- 3) how operating costs of the One-Stop Job Center will be funded,
- 4) how individuals will be referred between services,
- 5) coordinated employer services and job development, with a single repository of job orders and applications,
- 6) procedures for compliance with the Americans with Disabilities Act (“ADA”), and
- 7) strategies intended to increase the efficiency of One-Stop Job Centers, such as:
  - how duplicative services can be reduced,
  - description of electronic connectivity between partners,
  - development and identification of resource support for innovative strategies,
  - identification of skill training needed by business partners, and
  - assignment of cross-agency job developers that serve as industry “experts” and represent

all agencies, thus saving employers time and creating more job opportunities for One-Stop job seekers.

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

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

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

- 1) The committee may return the impasse to the county with instructions regarding “next steps” to be followed within a 30-day time frame. If this local resolution fails, within 5 working days, the committee immediately selects an alternative dispute resolution process and/or begins intervention.
- 2) The committee may select an alternative dispute resolution process provided by a community agency, to be completed within 30 days.
- 3) The committee may arbitrate, using as its basis, the WIA, its regulations, and the WIA State Plan. The arbitration is to be completed within 30 days.

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

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

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

The State does not require One-Stop operators to collect performance information from on-the-job training (“OJT”) and customized training

providers. Use of customized training has been limited in Hawaii because the 50% contribution requirement has made it unattractive to employers.

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

Hawaii will be submitting a request for a waiver from the WIA regulation at 20 CFR 667.160, which implements the WIA Title I provisions relating to the recapture and reallocation of unobligated and unexpended balances of youth funds (WIA section 128(c)) and adult and dislocated worker funds (WIA section 133(c)). The reallocation policy will be effective July 1, 2005.

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

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

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

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

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

The State has not issued policies related to displaced homemakers, non-traditional training for low-income individuals, older workers, or disabled individuals. The State's position is that policies regarding services to these groups should be made by the LWIBs in response to local needs and conditions.<sup>78</sup>

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<sup>78</sup> See Summary Table of Strategies; Strategy OS-2.

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

Not applicable. The State delegated this responsibility.

## IX. Service Delivery

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

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

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

The local WIA (“LWIB”) plans will include Memoranda of Understanding in conformance with WIA §121(c) describing how the services are to be provided and coordinated through the One-Stop system, how the costs of the services and the system operating costs will be funded, and the methods of referral of individuals between One-Stop partners.<sup>79</sup> The State reviews and approves the local plans, including the MOUs. The State also monitors the implementation of the MOUs and determines corrective action, if necessary.

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

The co-location of the partner agencies has not proven (in most cases) to be feasible and currently only the WIA and Wagner-Peyser staff are co-located. In all four of the local areas, core services are provided primarily by the Wagner-Peyser staff and intensive and training services are provided by the WIA funded staff. In most cases, partner agencies out-station one of their staff at the One-Stop Job Center on a regular or periodic basis.

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

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

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<sup>79</sup> See Summary Table of Strategies; Strategies OS-2, OS-3.

administrative and infrastructure costs. This effort is further described in Section II, as Priority 6 and in Section V.A.

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

The One-Stop Job Centers are involved as follows.

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

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

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

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

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

The State funded the acquisition of America's One-Stop Operating System ("AOSOS") for collecting and reporting the required data for WIA. For the past few years the State has provided extensive training to the local area grantees and One-Stop staffs on using the system.

The State has also produced a summary of all publicly funded workforce development programs in Hawaii for use by planners and program operators in the local areas, which is attached as Appendix E.

In addition the State Department of Labor and Industrial Relations' ("DLIR's") Research and Statistics Office provides various labor market information products for use by the local areas. Further information on this resource can be found at <http://www.hawaii.gov/labor/rs/index.shtml>.

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

All One-Stop Job Centers have a resource center open to all customers, registered or not. In addition, Center staff utilize a common case management/job matching/reporting tool, America's One-Stop Operating System. Further, although Hawaii currently does not have minimum requirements or templates for the delivery of business services, the LWIBs will be asked in their new local plans how they will incorporate innovative, **demand-driven** business services at their One-Stop Job Centers.<sup>80</sup>

Due to limited resources, One-Stops may have to consider confining their training support to jobs or skills that are clearly demonstrated to be "in demand", and dedicate resources to meeting those needs. Because employers determine the "demand" for jobs, LWIBs and the State need to know which skills employers are looking for, and make sure that available training matches those identified skills. The result should be job seekers (potential employees) better able to meet employers' expectations, and more likely to stay on the job.<sup>81</sup>

Moving from the individual job seeker perspective to the economic development perspective, employers are the path to the State's goal of a more diverse economy that pays self-sustaining wages.<sup>82</sup> From both perspectives, Hawaii needs a systematic way of (1) obtaining information on current and emerging needed skills, and (2) changing/customizing training as the skill needs continually evolve.

Hawaii's currently tight labor market means that employers need more qualified job applicants, which means greater opportunities for people who are now underrepresented in the labor force.<sup>83</sup> One-Stop Job Centers have

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<sup>80</sup> See Summary Table of Strategies; Strategies OS-2, OS-3.

<sup>81</sup> See Summary Table of Strategies; Strategies OS-2, CC-9, CC-1.

<sup>82</sup> See discussion regarding Hawaii's vision in Section I.

<sup>83</sup> See discussions of Worker Supply Gap in Sections I, Section II, and Section III, and Summary Table of Strategies; Strategy WS-2 through WS-9.

been using a broad definition of “demand-driven” to provide other services that employers want, or might want, from the workforce investment system. Other services that One-Stops might provide its customers include:

- 1) information regarding Temporary Assistance for Needy Families (“TANF”) support for welfare participants returning to work,
- 2) information regarding Ticket to Work<sup>84</sup> for people with disabilities returning to work,
- 3) access to human resource services, such as linking to private staffing agencies, Business Centers, applicant screening and initial interviewing, advice on flexible work rules and benefits policies to improve employee retention,
- 4) preparation of personnel handbook,
- 5) use of the videoconference services for long-distance interviews,
- 6) consultation about what constitutes “reasonable accommodations” for the disabled,
- 7) space for recruitment and interviewing,
- 8) on-site counseling support to new employees,
- 9) seminars on labor laws, substance abuse awareness, violence in the workplace,
- 10) training videos, and
- 11) on-site customer service training for employees.

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

The State plans to work with the LWIBs to “drive the Vision”, through increased communication<sup>85</sup>, and through the local plan approval process<sup>86</sup>.

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<sup>84</sup> Ticket to Work is a voluntary Social Security program to provide opportunities for employment, vocational rehabilitation and other support to people with disabilities without endangering their health care coverage.

<sup>85</sup> See Summary Table of Strategies; Strategies OS-1, CC-7, CC-14.

**IX.B. Workforce Information**

*A fundamental component of a demand-driven workforce investment system is the integration and application of the best available State and local workforce information including, but not limited to, economic data, labor market information, census data, private sources of workforce information produced by trade associations and others, educational data, job vacancy surveys, transactional data from job boards, and information obtained directly from businesses. [Ref: WIA §111(d)(8), 112(b)(1), and 134(d)(2)(E)]*

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

Workforce information, analysis, and resulting recommendations to the Governor and legislature are provided in the *2005 Report to the Governor on Workforce Development*, and attached as Attachment D. This data and analysis was published and distributed to LWIBs for their use in setting priorities about upcoming jobs, skills, and training needs. The report also includes the individual LWIBs' studies and participation in Comprehensive Economic Development Strategy ("CEDS"), which help to guide their choices about training priorities and expenditures. Hawaii's Pathways Project (funded by the National Governors Association) hired Graham Toft and Dennis Jones to advise and produce State and county-specific data. Two of the resulting reports are attached as Attachment F and Attachment G. In addition, the State is pursuing a labor supply-demand model<sup>87</sup> that utilizes the sources of labor market data listed in Section IX.B. and is able to provide county-level information.

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

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

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<sup>86</sup> See Summary Table of Strategies; Strategies CC-9.

<sup>87</sup> See Summary Table of Strategies; Strategies CC-9.

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

HIWI provides information that can help with job search, career decisions, business planning, research and much more. Pages on business, industry, local areas, occupations, and wages have been set up. HIWI is also interactive, allowing customers to select a topic, display it, and if desired, download it to a computer for manipulation. The State's Research & Statistics ("R&S") Office<sup>88</sup> also produces hard copy publications, which are available for download on HIWI. Resource centers of all One-Stop Job Centers provide internet access to HIWI. Counselors also provide workforce information to customers. When requested, the R&S Office provides training to customers, such as employers, job seekers, program planners, and employment counselors. Training is geared to the needs of the customer. The R&S Office also participates in job fairs and in workshops as presenters, panel members, and/or exhibitors.

To further enhance delivery of products and services, R&S teams up with the Workforce Development Division, which is a partner in all One-Stop Job Centers, and LWIBs and shares a booth at career expos and seminars. R&S staff design brochures and are available to answer questions by the public. The Chamber of Commerce includes the HIWI brochure in its relocation package. Lastly, a current statewide initiative is to develop an all-inclusive labor website, with links to as many available resources as possible.<sup>89</sup>

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

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<sup>88</sup> The R&S Office is part of the State's Department of Labor and Industrial Relations.

<sup>89</sup> See Summary Table of Strategies; Strategies CC-1.

The workforce information core products and services support the ALMIS and One-Stop Career Services System initiatives. Hawaii is actively involved in the production and dissemination of core products and services.

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

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

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

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

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

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

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

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

Preparations are underway to provide more localized information on Hawaii's workforce through the Local Employment Dynamics ("LED") program. LED will produce Quarterly Workforce Indicators such as detailed demographic, geographic and economic information on workers. It supports the Governor's plan to improve the quality of Hawaii's workforce by providing timely, accurate and relevant labor market information for all customers and partners who need to make informed choices and decisions to successfully compete in a global economy. The initial report is planned for the fourth quarter of 2005.

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

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

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

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

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

available. HIWI also has linkages to other systems such as O\*NET for skills information, America's Job Bank, and the Employer Database provided by InfoUSA.

*IX.C. Adults and Dislocated Workers*

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

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

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

All local areas have at least one full-service One-Stop Job Center in a convenient and accessible location that provides the minimum required core services. On Oahu, the largest local area, there are seven full-service One-Stop Job Centers to accommodate clients in various locations throughout the island.

All of the One-Stop Job Centers have well-equipped resource rooms. Core services are provided primarily by Wagner-Peyser funded staff that have the training and experience necessary to serve the whole gamut of individuals needing assistance.

During the past year, the State's subcontractor for the Workforce Investment Grant ("WIG") evaluated the accessibility of all of the One-Stops and made recommendations for improvements. The subcontractor also trained the One-Stop staff in methods for better serving the disabled population.

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

Self-Service: Employers and job seekers are encouraged to utilize self-help methods to meet their needs. Hawaii's Job Bank is available via the internet for self service job seekers. It allows customers to view job listings, establish a job scout account, and request further services from the One-Stop

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

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

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

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

*IX.C.1.c. Describe how the state will integrate resources provided under the Wagner-Peyser Act and WIA Title I for adults and dislocated workers as well as resources provided by required One-Stop partner programs, to deliver core services.*

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

- 1) the listing/maintenance of job orders,
- 2) registration and referral of job seekers to appropriate jobs,
- 3) dissemination of labor market information,

- 4) initial assessment of skills,
- 5) individual and group employment counseling, And
- 6) provision of job search workshops.

This allows WIA-funded/voluntary partners to concentrate on providing the intensive and training services that are their strength. All agencies share in coordinated job development, employer relations activities, and marketing responsibilities. Promotional efforts, for example, publicize coordinated One-Stop services rather than individual programs.

ALU LIKE<sup>90</sup>, Inc. sites are access points for One-Stop Job Centers while maintaining their identity and emphasis on service delivery meeting the special needs of Native Hawaiians, American Indians, and Alaskan Natives.

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

Eligible individuals who need assistance beyond that provided by core services are referred to staff providing intensive services under WIA or the services provided by partner agencies. To receive intensive services, a) an individual must receive at least one core service, and b) it must be determined that he or she is unable to obtain employment. Those individuals referred to WIA undergo a comprehensive assessment of their skill levels and service needs.

The type of services received by the individual after assessment varies considerably by local area. Each of Hawaii's local areas are very different and the State's practice is to allow the local grant recipients and One-Stop operators maximum flexibility in developing strategies tailored to meet the needs of their local areas. These strategies must be described in the local area plan.<sup>91</sup>

Career planning and an individual employment plan are essential before training services are selected. Training and most other intensive services can be delivered simultaneously.

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<sup>90</sup> ALU LIKE, Inc. is a non-profit organization designated to receive federal funds to conduct the QIA Title I-D Programs for Native Hawaiians, American Indians, and Alaskan Natives.

<sup>91</sup> See Summary Table of Strategies; Strategies OS-2.

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

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

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

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

At the local level, members of LWIBs, counties, and the One-Stop consortia participate in various activities, committees, and boards to offer employment and training services and leverage other resources for youth at-risk, dislocated workers, welfare recipients, persons with disabilities, and other target groups.

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

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

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

Each local area must describe in its local plan its ITA procedures, if any, to cover costs of the following items provided by approved training providers:

- tuition and fees for training,
- textbooks, supplies, uniforms, and necessary training materials,

- testing fees for certification, and
- licensing examinations.

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

Hawaii has examples of training strategies it has used to fill skills gaps needed in the fields of construction, carpentry and plumbing, and health care workers.

To address the looming workforce shortage in the skilled construction trades, DLIR sponsored a Construction Career Expo on Oahu in October 2004 to promote awareness of jobs in the construction trades as lucrative and viable careers. The event was co-sponsored with the federal Bureau of Apprenticeship and Training and the Apprenticeship Training Coordinators Association of Hawaii. The planning of the event involved the State Department of Education, Community Colleges, apprenticeship training coordinators, employer organizations, service providers, One-Stop Job Centers, the LWIB, and other organizations. To expose the public to the advantages of jobs in the construction trades, DLIR produced several brochures and other materials showing the projected demand for construction workers, sample wage rates, and information on construction apprenticeship programs. These materials were widely disseminated to high school students, teachers, principals, and counselors; One-Stop Job Centers; One-Stop partners; and youth providers. Portfolios produced by USDOL, Employment and Training Administration, Business Relations Group, that highlighted the construction trades and other high-demand occupations were also distributed to these groups. A similar Expo was conducted on Kauai and others are planned for the counties of Maui and Hawaii.

The WDC also addressed the high failure rate of candidates for carpenter apprenticeship entrance tests by coordinating development of short refresher courses in basic math for candidates scheduled to take the exam, and longer remedial courses for those who failed the exam. The courses improved the passing rate for candidates and were well received by the carpenter apprenticeship training coordinators. A similar program was also developed for candidates of the plumbing apprenticeship program.

Partnerships with the State Department of Health, home care providers association, and hospitals resulted in the state DLIR being awarded \$2 million to train more Certified Nurse Assistants for care homes and medical

facilities. The State Health Department also submitted and received approval from DLIR for a Certified Nurse Assistant (“CNA”) Apprenticeship Program, which will assist in the certification of more CNAs under this grant.

As more partnerships are formed with businesses and other agencies, ITAs and federal employment and training programs will be more clearly recognized and valued as important means for accessing training needed for eligible participants.<sup>92</sup>

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

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

In their local plans, LWIBs will be asked what percent, if any, of WIA training funds will be targeted to prepare people for jobs that pay at least a self-sufficiency wage, defined for WIA eligibility purposes as:

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

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

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

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

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<sup>92</sup> See Summary Table of Strategies; Strategies EP-5, EP-6, EP-7, EP-9 through 13.

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

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

During the Program Years 2003 and 2004, a portion of the “15%” funds was used to provide pre-apprenticeship training designed to help applicants pass the entry examinations for two apprenticeship programs. Also, during Program Year 2004, rapid response funds were used to fund a Construction Career Expo that provided information on apprenticeship programs to in-school youths, unemployment insurance claimants and the general public.

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

The State has not issued formal policies relating to changes in the law that permit the employment or training of individuals in religious activities. Local area grantees are directed to follow the WIA regulations, as amended.

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

**If the customer’s individual employment plan includes training services,** the case manager advises the customer on the use of the ITA and provides a list of eligible training providers within the Consumer Report Card System, which is maintained on the website by Career Kokua.<sup>93</sup> It provides information on eligible training providers, including information about the school, accreditation/licensing/ approving agency, types of

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<sup>93</sup> Created by H.R.S. 373c, the Hawaii Career Information Delivery system (“HCIDS”), also known as Career Kokua, collects and analyzes data and develops quality career information and services along the standards of the National Association of Computerized Systems of Career Information (“ACSCI”). Its mission is to provide localized current information for career decision making and career planning.

degrees/certification/diplomas offered, cost, and performance information for approved training programs.

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

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

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

Although the State recognizes the value of OJT and customized training for both employers and job seekers, the vast differences in the opportunities for this type of training among the four local areas precludes a Statewide vision. In keeping with the philosophy that WIA programs should be locally driven, the State allows the local area grantees and LWIBs the flexibility to develop the strategies that best fit local needs and conditions.<sup>94</sup>

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

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

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

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

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

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<sup>94</sup> See Summary Table of Strategies; Strategies OS-2.

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

Currently, Hawaii does not have any high growth, high demand industries that require substantial numbers of new employees. The business services staff on Oahu and One-Stop staff in the other three local areas work with employers in all industries to develop OJTs and provide customized training as needed.

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

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

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

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

Please see response in Section IX.C.3.d.i.

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

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

In a One-Stop environment, members of special populations such as dislocated workers, persons with disabilities, migrant and seasonal farm workers, women, etc., have access to all of the core, intensive and training

services provided by One-Stop partners. Staff persons stationed in offices operated by One-Stop partners as well as those co-located in One-Stop Job Centers have knowledge of programs operated by all agencies involved in the system. As an individual's special needs, barriers, or circumstances are identified, staff will be better equipped to guide them to programs which will provide the assistance required. Referral procedures have been developed to expedite the process of connecting the individual with the appropriate program. It is also expected that better program coordination and the proximity of staff from the One-Stop partner agencies enhance the ability of staff to consult with each other in order to better tailor services to meet the needs of the customer.

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

It is expected that the One-Stop operator in each Workforce Investment Area coordinates services provided by the required and optional agencies participating in the system in order to ensure a seamless delivery and avoid duplication of services. The WIA §167 service provider under the Migrant and Seasonal Farm Workers (“MSFW”) national program initiative and those agencies providing services targeting special populations are able to request technical assistance from the State via the One-Stop operator. If the State is unable to resolve the issue, it requests assistance from the USDOL Regional Office.

The target population groups are served<sup>95</sup> as follows:

### **Dislocated Workers**

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

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

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<sup>95</sup> See Summary Table of Strategies; Strategies OS-2.

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

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

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

### **Displaced Homemakers**

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

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

### **Low-Income Individuals (Including Public Assistance Recipients)**

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

Public assistance recipients in particular are identified through coordination with the State Department of Human Services ("DHS"), which administers the Temporary Assistance for Needy Families ("TANF") program and other

Federal and State funded public assistance programs. The Work Opportunity and Welfare-to-Work Tax Credits are also made available to employers as an inducement to hire welfare recipients.

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

### **Individuals training for Non-traditional Employment**

One-Stop partners such as WDD, community colleges, and Oahu Work Links are members of the State Non-traditional Employment Task Force (“NET”); an organization of public and private employers, education and training agencies, and community-based organizations that was formed to encourage the training and employment of persons, primarily women, in non-traditional occupations. Information on non-traditional employment is available at the One-Stop Job Centers’ resource rooms and is provided as part of career counseling.

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

In 1999, DLIR WDD’s Maui Branch, Maui County, and several other groups assisted the Maui Economic Development Board in obtaining a \$500,000 grant from the U.S. Department of Labor for the Women in Technology Program. Some of the grant funds were earmarked for an apprenticeship program for women in computer technology which has proven to be successful, and may be expended to other counties.

### **Older Individuals**

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

### **Persons with Disabilities**

Self-service resource rooms located in the One-Stop Job Centers feature access to computers, software, copiers, fax machines, and the Internet. The Americans with Disabilities Act (“ADA”) guidelines were used to design the resource rooms. In each resource room, at least one computer terminal has been outfitted with hardware and software designed to make it

accessible for persons with disabilities. Other equipment to assist the disabled are currently being purchased with Work Incentive Grant funds.

The State DLIR and One-Stop Job Centers' staff work closely with the State Department of Human Services, DVR to ensure that program access and services meet the needs of persons with the most severe disabilities. In an effort to help this group find employment, both the federal Work Opportunity Tax Credit program and the Hawaii State Tax Credit program are fully utilized for employers who hire DVR clients. America's Job Bank has been given permission to share Hawaii's job orders with the national hotline for the blind.

### **Individuals with Limited English Speaking Ability**

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

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

### **Ex-Offenders**

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

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

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

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

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

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

The State recognizes the need to increase the number of individuals served by the WPRS program. The Wagner-Peyser funded programs are examining different strategies in an attempt to ensure that these additional numbers of individuals are provided maximum services given the limited number of available Wagner-Peyser funded staff.

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

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

search through the use of UI-WDD-1 transmittal forms and the One-Stop operating system.

*IX.C.4.d. Describe the State's strategy for integrating and aligning services to dislocated workers provided through the WIA rapid response, WIA dislocated worker, and Trade Adjustment Assistance (TAA) programs. Does the State have a policy supporting co-enrollment for WIA and TAA?*

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

The State does not have a policy supporting co-enrollment for WIA and TAA beyond what is required by law. TAA policy is contained in the State's Trade Act Manual.

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

Please see response to Section IX.C.4.a, and Section V.A.

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

The State DLIR and One-Stop Job Center staffs work closely with the State Department of Human Services' DVR to ensure that program access and services meet the needs of persons with disabilities. For instance, DLIR applied for and received a Work Incentive Grant designed to outfit One-Stop resource rooms with equipment to make services more accessible to this

segment of the population. The grant also provides for staff training to enable them to better service persons with disabilities.

Persons with disabilities are able to access the full array of One-Stop services. Also, in an effort to help those with the most severe disabilities find employment, both the federal Work Opportunity Tax Credit program and the Hawaii State Tax Credit program are utilized for employers who hire DVR or Veterans Administration Vocational Rehabilitation clients.

Please see also response to Section V.A.

*IX.C.4.g. Describe the role LVER/DVOP staff have in the One-Stop Delivery System. How will the State ensure adherence to the legislative requirements for veterans' staff? How will services under this Plan take into consideration the agreement reached between the Secretary and the State regarding veterans' employment programs? [Ref: WIA §112(b)(7), 112(b)(17)(B), and 322, 38 U.S.C. Chapter 41; and 20 CFR §1001.120]*

In compliance with Title 38, Chapters 41 and 42, United States Code, Jobs for Veterans Act, and LVER/DVOP Grant Special/General Provisions, and the Secretary's Agreement between the State and the Department of Labor Veterans Employment and Training Service, WDD staff ensure that veteran applicants receive the full array of services through WDD offices and One-Stop Job Centers. One-Stop staff accord veteran applicants priority of service when providing labor exchange and counseling in local offices or One-Stop Job Centers. Veterans are screened at the service delivery point to determine level of services needed/desired.

Dedicated Local Veterans Employment Representatives ("LVER") and Disabled Veteran Outreach Program ("DVOP") staff serve veterans requiring intensive services or who specifically request their services. In addition to regular labor exchange and counseling services, training under grants from USDOL/VETs are provided when available. LVER and DVOP staff will continue to participate in the Transition Assistance Program conducted by the U.S. Department of Defense to help separating veterans and their spouses re-enter civilian life and employment.

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

*IX.C.4.h. Department of Labor regulations at 29 DFR 37, require all recipients of Federal financial assistance from DOL to provide meaningful access to limited English proficient (LEP) persons. Federal financial assistance*

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

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

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

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

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

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

works with the WDD Branch Manager and the State Monitor Advocate to resolve the issues. The State Monitor Advocate convenes a meeting of all LOMAs periodically to keep them abreast of developments in the MSFW program.

In addition, WDD and Maui Economic Opportunity, partners in each county, work together to provide services to the MSFW population. Maui Economic Opportunity is the approved statewide operator of the WIA §167 Migrant and Seasonal Farm Worker Program.

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

- 1) Plans for increased marketing of the One-Stop system will provide information to agricultural employer groups, such as the Hawaii Farm Federation, agricultural workers' unions, the State Department of Agriculture, and any other appropriate groups or organizations. Employers as well as workers will be encouraged to avail themselves of all services offered by the One-Stop Job Centers.
- 2) Closer coordination between programs will provide agricultural employers and workers better access to upgrade training through such programs as the State's Employment and Training Fund, which focuses on the incumbent worker. Training for agricultural workers will emphasize technical and entrepreneurial training. Also, employers will be able to take advantage of closer ties between the U.S. Small Business Administration, U.S. Department of Housing and Urban Development, and the State Department of Business, Economic Development and Tourism's Business Action Center to help address issues such as financing, permits, housing, etc.
- 3) Staff from One-Stop partner agencies are provided information about the migrant and seasonal farm worker programs provided through Wagner-Peyser (as well as through the WIA §167 service provider) and are trained to identify individuals who fall into this group. Referral procedures are in place to ensure that equity of services are provided in a manner designed to best meet the needs of these individuals.
- 4) The State and Local Office Monitor Advocates will work to ensure that migrant and seasonal farm workers are provided equitable services.

**IX.C.5. Priority of Service**

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

The State's policy is that unless the funds allocated to a local area for WIA adult employment and training activities are sufficient to provide adequate services to at least 25% of that area's adult poverty population, the funds will be considered limited. Currently the funds available to all of the local areas are considered limited and priority must be given to low-income individuals and public assistance recipients. The LWIBs have the responsibility for determining how priority will be given for their local areas. In their local plans, LWIBs will be asked to describe how the priority of service is set, what priority is given to underrepresented populations, and what priority, if any, is given to employed people who earn below the self-sufficiency level.

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

LVERs conduct workshops for staff and partner agencies to include information on the importance of priority of service to veterans. Local office managers monitor service delivery sites to ensure that staff follow the implementation policy for veterans priority of service to promote and ensure uniformity throughout all service delivery areas. To further ensure priority of services, veteran customers appear at the beginning of all results of job matches, record searches, etc., conducted through AOSOS used by staff in all One-Stop offices.

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

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

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

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

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

As required by law, companies also transmit a WARN notice to the Mayor of the county in which a closing will occur. Upon receipt of a notice, WDD forwards copies of the notice to the LWIBs for appropriate action and coordination with rapid response activities. Rapid response functions are carried out primarily by the staff of the local offices.

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

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

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

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

Soon after a WARN notice is received, Wagner-Peyser Act staff contact the employer to assess the needs of the employer and affected workers. When appropriate, a Labor-Management Committee, comprised of the employer, the employees' local union representative (if employees are represented by a

union), and the appropriate member of the One-Stop partner staff, is formed to assist the State DWU in determining the services required and early intervention strategies. Based on this assessment, One-Stop partners form one or more rapid response teams, if necessary, to provide appropriate services. Whenever possible, services are provided at the employer's job site, prior to the layoff date, and on company time.

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

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

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

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

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

To ensure a seamless transition between Rapid Response services and One-Stop activities for affected workers, teams providing Rapid Response services are comprised of staff from One-Stop Center local offices that have

intimate knowledge of the programs and services available through the system.

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

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

Economic development agencies have identified construction as a high growth industry over the next decade. In order to obtain and fulfill their contracts, employers in this industry are especially dependent upon the availability of skilled workers in the various trades. Apprenticeship programs that train skilled trades workers for the construction industry have experienced a high percentage of indentured apprentices who do not complete the program. In the past year, the attrition rate was approximately 20%. Rapid Response monies were used to fund the “Construction Career Expo” on Oahu and Kauai as part of a “layoff aversion” strategy. These funds will be used to carry this effort to Hawaii and Maui in the near future.

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

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

Staff utilize partnerships with educational institutions, other Federal, State, and Local agencies, as well as non-profit agencies to expand the range and quality of services available to companies and affected workers to develop an effective early layoff warning network.

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

Reports submitted to the State Dislocated Worker Unit report services and activities provided to the employer through Rapid Response, Trade Act programs, and National Emergency Grants. The AOSOS system (that is used to track One-Stop activities and services for individual customers) is used by all One-Stop programs including Rapid Response, Trade Act programs, National Emergency Grants, Wagner-Peyser, and WIA programs.

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

Rapid Response monies were used to fund the “Construction Career Expo” as part of a layoff aversion strategy. By providing a forum for interaction and dialogue between potential apprenticeship candidates and apprenticeship program operators, Hawaii laid the foundation for better prepared candidates for construction careers. It is anticipated that as this effort continues, apprenticeship programs will experience greater completion rates in their apprenticeship classes.

Construction apprenticeship programs have had a high attrition rate among apprentices indentured in the various trades. During the past program year approximately 20% or 1 out of every 5 registered apprentices cancelled before completing the program. This has been attributed in part to the need for better academic preparation and to the workers’ unrealistic view of job performance requirements.

*IX.E. **Youth.** ETA’s strategic vision identifies youth most in need, such as out of school youth and those at risk, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, homeless youth, and migrant and seasonal farm worker youth as those most in need of service. State programs and services should take a comprehensive approach to serving these youth, including basic skills remediation, helping youth stay in or return to school, employment, internships, help with attaining a high school diploma or GED, post-secondary vocational training, apprenticeships and enrollment in community and four-year colleges. [Ref: WIA §112(b)(18)]*

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

The State’s strategy for providing comprehensive, integrated services to eligible youth is to ask that LWIBs, as part of their local planning process, prepare a comprehensive youth plan<sup>96</sup> that allocates at least 60% of the youth funds for out-of-school youth. State review and approval of the local plans will assure coordination of local agencies.

In addition, the State will formalize interagency cooperation, leverage resources, and reduce service overlap through interagency agreements between State-level partner agencies<sup>97</sup>, as described in Section V.A. Agencies involved in this initiative could include:

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

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

- 1) partners’ outreach efforts towards contacting out-of-school youth where they are: e.g., housing projects, welfare families, entry level jobs, and malls,

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<sup>96</sup> See Summary Table of Strategies; Strategies OS-2.

<sup>97</sup> See Summary Table of Strategies; Strategies CC-12.

- 2) delivery of appropriate services to ameliorate risks
- 3) GED test preparation,
- 4) employment preparation,
- 5) post-secondary education preparation, and
- 6) follow up with mentoring and course correction.

The WDC Youth Committee is presently mapping the desired, comprehensive, coordinated youth system for Hawaii on a matrix based on USDOL Youth Vision tools. Strategies for providing coordinated services to the neediest youth could include:

**Youth With Disabilities** – Inclusionary implementation procedures and reasonable accommodation will assure that youth with disabilities have access to programs; for example, referrals from agencies that serve youth with disabilities; customized courses for the proactive integration of youth with special needs; use of computer technology to set and achieve high expectations for youth with disabilities. Service providers need to use a number of strategies, such as treatment, rehabilitation, and job and learning accommodations, to effectively serve youth with disabilities.

**Youth in and Aging Out of Foster Care** - These young adults will have little natural support when they leave foster care. They especially need mentors to guide them toward continuing education and the necessary financial aid. WIA services need to be poised to “pick up” where foster care leaves off. A disproportionate number of youth in foster care have disabilities and will respond to the strategies that work well for youth with disabilities.

**Youth Offenders** - Currently, the most active agencies for youth offenders are Adult Education, the Office of Youth Services which is working with DOE on a project to curb truancy, “About Face” which provides services to young adults incarcerated at Kauai Community Correctional Center, and “Weed and Seed”. In the case of ex-offenders, mentors should be cultivated among the youth’s natural support system. As with youth in foster care, a disproportionate number of youth offenders have disabilities and will respond to the strategies that work well for youth with disabilities.

**Children of Incarcerated Parents, Homeless Youth, Pregnant and Parenting Teens** - Faith-based and Community-Based Organizations often are the only agencies that serve these at-risk populations. Youth Councils will need to assess how WIA and others can contribute value-added services to what the private non-profits organizations provide.

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

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

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

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

The island of Molokai was designated an economic enterprise community and received a youth opportunity grant. Although the grant period ends June 30, 2005, there is a no-cost extension to June 30, 2006. The grant complies with this State plan and provides a model for expanding and coordinating services and youth job opportunities. The grant's executive summary and performance goals are shown

WIA participants prepare for the GED through Adult Education and thereby enter Adult Education's remediation for, and encouragement to attend, post-secondary education.

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

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

- a. utilizing the funds to promote cross agency collaboration;*
- b. demonstration of cross-cutting models of service delivery;*
- c. development of new models of alternative education leading to employment; or*
- d. development of demand-driven models with business and industry working collaboratively with the workforce investment system and education partners to develop strategies for bringing these youth successful into the workforce pipeline with the right skills.*

The State does not plan to utilize the funds reserved for Statewide activities to support its vision for serving youth. In lieu of spending funds, the State plans to use existing staff to increase monitoring and, where performance standards are not met, face-to-face technical assistance for both local youth grant recipients and youth service providers.

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

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

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

Earning recognized credentials is a valuable outcome of each youth's education and training experiences. Minimum goals for all youth are the acquisition of SCANS competencies and job readiness skills. All youth who have not achieved the SCANS competencies must receive **tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies.** The DOE, Honolulu Community College, and State TANF program are piloting a work readiness certificate based on the National Institute for Literacy's "Equipped for the Future". Year-round activities to support success in the "gateway" math and science courses are necessary for youth who want to enter post-secondary education as well as entry level jobs in technology fields. Since people

today face more complicated decisions about their finances, the State has added an eleventh required element, training in **financial literacy**.

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

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

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

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

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

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

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

- 1) workforce expectations and needs,
- 2) potential economic development,

- 3) projected employment numbers, and
- 4) needed skill sets.

The State, the One-Stop operators and partners, and educators will use this information to continually improve services and strategies to better meet employer needs. Employers will also continue to actively participate in design teams and work groups to ensure employer participation and satisfaction. Not all the needs are now known. The WDC and LWIBs will systematically examine newly identified needs and develop action plans to meet the needs.<sup>98</sup>

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

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

Please see response in Section IX.A.5.

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

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

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<sup>98</sup> See Summary Table of Strategies; Strategies CC-3, CC-4, CC-5, EP-14.

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

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

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

Throughout this plan are strategies for increasing the amount and variety of business services, greater emphasis on counseling participants into further training to prepare them for higher paying jobs, more formal coordination of youth programs, closer monitoring by both WDC and WDD of service delivery of and data entry for youth services, use of work readiness certificates, additional questions for the local plans to get LWIBs to think about new directions, continuous improvement of LMI services for increased career information and sophisticated analysis and planning, more efficient use of resources, and awarding incentives for innovations that produce improved specified outcomes.

Please see responses in Section V.

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

Not applicable. Hawaii is not participating in the ETA Personal Re-Employment Account Demonstration.

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

Reaching those most in need is a fundamental element of the demand-driven system goal to increase the pipeline of needed workers while meeting the

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

The State has established a connection with the State Department of Labor & Industrial Relations' Office of Community Services ("OCS") for communicating with faith-based and community-based organizations. For example, the OCS liaison will educate the organizations about RFPs of interest, and workforce opportunities and services. The State will also ask local areas to describe in their local plans how they will include faith-based and community-based organizations in their workforce investment systems.

## X. State Administration

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

Hawaii's One-Stop system uses America's One-Stop Operating System ("AOSOS") to facilitate service delivery across programs. AOSOS enables staff to enter case management records, perform job matching and referral functions, and provide required reports. The AOSOS self-service component allows job seekers to view job orders from Hawaii's Job Bank, register a job scout, and request additional services from local offices. In addition, Hawaii's job orders and job seeker resumes are submitted to America's Job Bank, a national job order database, on a regular basis.

Self service resource rooms available in each One-Stop local office include computers with internet access and shortcuts to other web-based job search and recruitment tools, labor market information, and career exploration.

The State and all the counties have separate fiscal management systems.

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

The State will use funds under WIA §128(a)(1) to support the statewide activities required under Sections §129(b)(2) and 134(a)(2)(B). Because statewide funds are decreasing, the emphasis for the allowable statewide activities will be on:

- Capacity building for State and local areas, which may include the local grant recipient staff, LWIBs, One-Stop Job Centers and partners, and youth providers;
- Marketing of One-Stop Centers and workforce development services;
- Innovative demonstration projects that support the Governor's vision for workforce development; and/or
- Other research and demonstration activities.

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

As stated earlier in Section V.J., and except as stated in Section VIII.K.5., the State plans to submit waiver requests at a later date.

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

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

#### Performance Accountability System

For accountability, service providers and One-Stop Job Centers are accountable for providing customer data as outlined in their respect contracts with the local workforce investment boards ("LWIBs"). Each LWIB is accountable for timely and accurate data as outlined in their respective contracts with DLIR. The DLIR-Workforce Development Division is accountable for timely and accurate quarterly and annual data, as well as data validation, as outlined in the contract between USDOL and the State. WDC is accountable for annual performance reporting and performance oversight as outlined in the contract between USDOL and the State.

The State intends to conduct stronger State oversight to facilitate improved outcomes. In its Planning Guidance to LWIBs (for use in the preparation of 2005 local WIA Plans), the State is requesting information on how the LWIBs plan to continuously monitor the performance of their systems, and provide timely feedback throughout their operations. The State will comment on the adequacy of these procedures and provide additional guidance until a mutually acceptable process is in place. The State then plans to regularly monitor the ongoing implementation of this aspect of the LWIB's plans. The State's model for this process is illustrated in Appendix H.

### Performance Indicators

For the two-year term of this plan, the performance accountability system will track the seventeen required performance indicators listed in TEGL 27-04, dated April 14, 2005, and the appropriate Wagner-Peyser Act's measures.

Proposed PY 2005 and PY 2006 performance measures were derived in the following steps:

- Step 1: WDC derived a range of possible statewide PY 2005 measures using the first three "tools" described in Section 5.a. of TEGL 27-04; past performance, Government Performance and Results Act ("GPRA") goals, national comparisons.

note: Adjustment for the effects of economic and demographic variables (the fourth tool) was impractical due to a lack of information regarding increases in the five factors (unemployment rate, percent age 55 older, percent not high school graduates, percent low income, percent with disabilities). In its place, these factors were qualitatively considered in the selection of the proposed level of each measure.

A "strawman" for Statewide goals and ensuing County breakdowns was prepared for discussion with the LWIBs.

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

Statewide qualitative considerations included the following economic and demographic variables:

- a) Unemployment Rate

Hawaii has the lowest Unemployment Rate in the

Country. As such, there is a high probability that a higher proportion of job seekers at the One-Stop Job Centers will be unskilled and harder to place than under different circumstances. (See Table 2 in TEGL 27-04.)

In addition to the unemployment rate, an important consideration is the fact that a substantial number of Hawaii businesses limit the number of hours that their employees work in order to avoid reaching the level that requires benefit coverage. These are usually lower skilled/lower wage positions, such as the support services in hotels and restaurants. (See page 5 of Appendix F for an illustration of Hawaii's current dependence on its low skill/low wage visitor industry.) The result is a large number of residents with two or more part time jobs, and no benefits. Thus, in addition to having the lowest unemployment rate, Hawaii has one of the highest rates of residents with multiple jobs, and 8 out of 10 Hawaii jobs do not pay a living wage<sup>99</sup>. One ramification of this situation is that positions that fall into this category will result in a lower earnings change that would otherwise be expected.

b) Percent Age 55 or Older

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

c) Percent Not High School Graduate

Hawaii is close to the top states in terms of the rate of high school graduation. However, in terms of actual student performance in skills critical to success in post-secondary education and in job performance, Hawaii's high school graduates are

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<sup>99</sup> Source: The Self-Sufficiency Standard for Hawaii, April 2003.

generally considered “behind”. This situation is manifested by the fact that a majority of individuals entering community colleges require academic remediation to be successful, and Hawaii does not compare well with other states on educational outcomes, as shown by the chart on page 33 of Appendix F. Another indication of the poor performance of Hawaii’s high school graduates is reflected in its post-secondary participation and completion rates. Hawaii compares<sup>100</sup> with top U.S. states as follows:

<u>Top States</u>	<u>Hawaii</u>	
52%	38%	High school freshmen enrolling within 4 years
63%	44%	1 <sup>st</sup> year community college students returning their second year

d) Percent low income

With respect to the percentage change in low income workers, Hawaii and Mainland thresholds differ. For instance, the official Hawaii poverty threshold is approximately 15 percent higher than those in effect on the Mainland. Therefore, Hawaii’s low income counts are generally understated. A qualitative indication of how Hawaii’s incomes are changing is its declining per capita personal income as a percent of the U.S. average, which has been declining since 1970, as shown on page 4 of Appendix F.

e) Percent with Disabilities

Approximately 20% of Hawaii’s population has disabilities.

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

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<sup>100</sup> Page 29 of Appendix F.

- f) As stated earlier, the Governor’s vision calls for closing the Worker Supply Gap by targeting under represented groups such as people with disabilities, Temporary Assistance for Needy Families (“TANF”) clients, immigrants, out-of-school youth, senior citizens, and people with substance abuse and ex-offender backgrounds. Generally, these groups will tend to require additional One-Stop resources.
- g) The Governor’s vision also calls for closing the Worker Supply Gap by training incumbent workers for higher skill/high growth jobs. Not only will this strategy divert resources from traditional One-Stop operations, there will be reduced earnings gains for incumbent workers who have higher initial earnings than unemployed people do.
- h) The Governor’s vision, as well as the national priority, is for a demand-driven workforce. Channeling LWIB and One-Stop direction towards increased business involvement and high skill/high growth jobs will also divert One-Stop resources in the near term from its traditional focus on the unemployed.

Step 3: Information and comments provided by the LWIBs were incorporated into the State Proposal, PY 06 goals were derived, and the State’s proposal to USDOL was finalized.

### Goals

Hawaii’s proposed PY 2005 and PY 2006 goals for the performance measures are shown in Section X.D.8.

*X.D.2. Describe any targeted applicant groups under WIA Title I, the Wagner-Peyser Act or Title 38 Chapters 41 and 42 (Veterans Employment and Training Programs) that the State tracks.  
[ Ref: WIA §111(d)(2), 112(b)(3), and 136(b)(2)(C) ]*

State Workforce Development Council annual reports to the Governor consistently stress the need to tap non-traditional sources of future workers. In support of this strategy, and as required by federally funded programs, the State and local areas track performance of the following targeted groups:

- Adults Special Population- welfare benefits recipients, veterans, individual with disabilities, veterans, and older individuals,
- Older Youth (19-21 year old) Special Population- welfare benefit recipients, veterans, individual with disabilities, out of school youth, and
- Younger Youth (14-18 year old) Special Population- welfare benefit recipients, individuals with disabilities, and out of school youth.

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

The State does not have measures additional to those prescribed by WIA. However, in conjunction with preparation of local Plans, additional measures that may be able to provide operating areas with more timely and meaningful feedback will be explored.

*X.D.4. Describe the State's **common data system and reporting processes in place to track progress**. Describe what data will be collected from the various One-Stop partners (beyond that required by DOL), use of quarterly wage records (including how your State accesses wage records), and how the Statewide system will have access to the information needed to continuously improve.*  
*[Ref: WIA §112(b)(8)(B)]*

In Hawaii, the State and local areas are jointly<sup>101</sup> responsible for ensuring that there is an effective common data system and reporting process. The AOSOS described in Section X.A. provides a common database, case management, labor exchange, and participant reporting system for WIA, Wagner-Peyser, and Veteran Programs. The participant data and reporting for Trade Adjustment Act also will be incorporated into AOSOS in the near future.

With respect to the data collection process, there are three major sources of data that is utilized in performance reviews:

- 1) case management data, which is collected from clients directly,
- 2) quarterly wage records, which are collected by the Department of Labor and Industrial Relations' ("DLIR's") Unemployment Insurance unit and extracted by DLIR's Workforce Development

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<sup>101</sup> The local workforce areas have responsibility for client data collection and submission to the State. The State has the reporting responsibility of reporting.

Division (“WDD”) staff via an agreement between the two DLIR units, and

- 3) customer satisfaction survey data, which is collected from participating employers and former participants by WDD staff.

Local area staff enter participant data into AOSOS on an on-going basis. On a quarterly basis, the AOSOS contractor calculates local area and state level performance for WIA and Wagner-Peyser programs. The State disseminates the information to the local areas for their review and corrective action.

A WIA Local Reports Group comprised of representatives of each local area and the State meet periodically to determine whether additional performance reports are needed for local areas to manage their programs more effectively. Currently, over 17 additional performance reports are being generated by the State in response to the requests made by the Local Reports Group. The additional reports were reviewed by Social Policy Research (SPR), a consultant firm contracted by USDOL to provide technical assistance to states on performance issues. SPR recommended several changes to eliminate duplicative reports and add more useful reports. Their recommendations were beneficial, and the kinds of reports being produced were amended as a result. In the future, the Local Reports Group will continue to meet to assess the effectiveness of the additional reports and recommend changes for improvement. A similar group consisting of WDD Branch Managers and the WDD Administrative Office staff also was formed and will continue to assess performance reports and determine a need for additional reports for the Wagner-Peyser Programs.

*X.D.5. Describe any actions the Governor and State Board will take to ensure collaboration with key partners and continuous improvement of the Statewide workforce investment system. [Ref: WIA §111(d)(2) and 112(b)(1)]*

The State ensures collaboration with key partners and continuous improvement of the workforce investment system through:

- 1) strategies described in Section V,
- 2) technical assistance described in X.D.6, and
- 3) incentive awards and recognition.

In accordance with Section 134(a)(2)(B)(iii), a portion of the State level 15% funds will be set aside for incentive awards to local areas for “Performance Measures Excellence” and “Local Coordination and Design of its Workforce Service Delivery System”.

### Performance Measures Excellence

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

Local Workforce Investment Areas exceeding their negotiated performance measure levels will be eligible for an incentive award. Available incentive funds will be apportioned to the eligible local areas based on the extent to which each local exceeded its performance measures.

### Local Coordination and Design of its Workforce Service Delivery System

Effective October 1, 2005, this new section replaces the “Baldrige Workforce Excellence” award. (The Baldrige Award is described below.) The last Baldrige Workforce Excellence applications will cover 2004-2005 and are due to WDC in September 2005, for awards to be distributed October 2005. WDC will develop and disseminate the methodology for making this Local Coordination and Design award in September 2006.

Fifty percent (50%) of the funds set aside for incentive awards will be awarded to local areas that improve the local coordination and design of their workforce service delivery systems according to the goals and criteria adopted each year by the WDC. For 2005-2007, the goals are:

- 1) Improved link between business services and job placement.

The premise is that improved business services by the One-Stop Job Centers lead to a better fit between job applicants and the employer. The initial predictor will be increased and improved business services. The success will be measured by greater job retention, greater employer satisfaction.

- 2) Improved collaborative delivery of youth services.

The premise is that coordinated delivery of youth services will result in service by the most qualified practitioners, less duplication, filling of service gaps, more efficient delivery, and better outcomes for youth. The initial predictor will be selected youth service providers subcontracting and/or leveraging other providers to deliver one or more elements. The success will be measured by youth measures, increased number of youth participants.

## Baldrige Workforce Excellence Award<sup>102</sup>

Fifty percent (50%) of the funds set aside for incentive awards will be awarded to local areas that use Malcolm Baldrige principles to achieve regional cooperation among local workforce boards and/or local coordination and design of their workforce service delivery system.

WDC promulgated the Malcolm Baldrige principles on the premise that the workforce development system must adhere to Baldrige key quality concepts in order to achieve continuous improvement and encourage cooperation and coordination. Briefly, an organization's Performance Results will inevitably follow if that organization concentrates on Customer Focus and Understanding, and strengthens its Leadership, Strategic Planning, Information and Analysis, Human Resource Excellence, and Process Management.

- Scope: The scope of the application pertains to the workforce systems for which LWIBs are responsible.
- Eligibility: Each LWIB in the state is eligible to submit one application a year for the "Baldrige Workforce Excellence" incentive funds. Each LWIB must submit its own application, even when citing collaborative arrangements with other LWIBs.
- Assessment: Non-LWIB members of the WDC will perform the scoring and final determination of incentive awards for "Baldrige Workforce Excellence".
- Appeal Process: Applicants must submit appeals to the WDC no later than 15 working days after the "Baldrige Workforce Excellence" award is granted or denied. The appeal must include (1) the point(s) of disagreement; (2) the reasons that the applicant disagrees with the award decision; and (3) the applicant's suggested alternative. Non-LWIB members of WDC's Planning Committee will review appeals and make final determinations no later than 30 working days from the date the appeal is received.

*X.D.6. How do the State and local boards evaluate performance? What corrective actions (including sanctions and technical assistance) will the State take if performance falls short of expectations? How will the State and Local Boards use the review process to reinforce the strategic direction of the system? (§§111(d)(2), 112(b)(1), and 112(b)(3).)*

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<sup>102</sup> The Baldrige Workforce Excellence Award is currently in effect, and terminates October 31, 2005.

The LWIBs are responsible for reviewing the overall performance of their respective local areas based on the information sent to them by the State, and for taking corrective action as necessary.

The LWIBs are also responsible for reviewing, on a regular basis, the performance of the One-Stop operators, service providers, and training providers for their areas. The review and analyses is based upon each entity's compliance with WIA and contractual requirements, planned versus actual provision of services, and performance outcomes in relation to negotiated performance levels.

The State and LWIBS evaluate performance by monitoring WIA Performance measures and the timeliness of appropriate expenditure of funds, by quarters<sup>103</sup>. At the end of each quarter, WDD staff check each local area's actual performance against planned levels. If the quarterly reviews indicate that the local areas are having difficulty attaining its goals, staff may send a monitoring letter to the local area, conduct an on-site review, or both. Local areas are required to submit corrective action plans in response to cited deficiencies. If warranted, the State may also provide technical assistance or arrange for training to assist the local areas in improving its performance.

The State intends to use a proactive, or preventative, approach by providing technical assistance before performance fails to meet expectations. The technical assistance is provided by State staff or USDOL staff or consultants. Each technical assistance effort will have defined "process" and "outcome" results. If after such measures are taken and the performance continues to fall short, and no contributory external labor market analyses or demographic reasons can explain the outcomes, a review process of service operations and an assessment of performance expectations will be requested of the LWIB. The local boards undergoing a review process will be expected to notify the State of corrective actions, improvements, and possible impact on the statewide performance results.

At the end of each year, the WDD, in conjunction with the WDC, evaluates the performance of each local area. Based on monitoring reports, visits to One-Stops, discussions with One-Stop operators and LWIBs, and customer satisfaction and evaluation surveys, the WDC present findings and recommendations in an annual oversight and evaluation report. The draft report is sent to the LWIBs for their review, response and proposed action steps. As a further result of this evaluation, incentive awards may be given or sanctions may be imposed. Sanctions would be patterned after those imposed upon the State by USDOL as a result of poor performance, and would likely incorporate guidance from TEGl 19-02.

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<sup>103</sup> These should be consistent with local area plans.

X.D.7. *What steps, if any, has the State taken to prepare for implementation of new reporting requirements against the **common performance measures** as described in Training and Employment Guidance Letter (TEGL), 15-03, December 10, 2003, Common Measures Policy? NOTE: ETA will issue additional guidance on reporting requirements for common measures.*

The State has been working with the AOSOS contractor to develop the enhancements necessary for the collection and reporting of data for common performance measures. Training on common performance measures will be provided to local area staff soon after the federal guidelines for common measures are finalized and training is provided to states.

X.D.8. *Include a **proposed level for each performance measure** for each of the two program years covered by the Plan. While the plan is under review, the state will negotiate with the respective ETA Regional Administrator to set the appropriate levels for the next two years. At a minimum, states must identify the performance indicators required under section 136, and, for each indicator, the State must develop an objective and quantifiable performance goal for two program years. States are encouraged to address how the performance goals for local workforce investment areas and training providers will help them attain its statewide performance goals. [Ref: WIA §112(b)(3) and 136]*

The State proposes performance goals as shown below. These goals will encourage the LWIBs to maintain their focus on the priorities established by the State, in conformance with national guidance. For PY 2005, this means an emphasis on improving its Youth outcomes, and providing services “evenly” throughout the year, as reflected by more timely expenditures.

The State is limiting the proposed changes in the levels, because Hawaii is significantly disadvantaged by reduced funding, which is based on a formula based on its unemployment rate. As discussed earlier in this plan, there are a number of conditions<sup>104</sup> that are adversely affecting Hawaii’s workforce and are inevitably reflected in LWIB outcomes.

- Generally, job seekers who are not currently employed, are more likely to be difficult to place. (Or else they would be employed in the currently tight labor market, or able find employment on their own.)
- The State is attempting to reach out to groups currently underrepresented in the workforce, such as the individuals with disabilities, Temporary Assistance for Needy Families (“TANF”) clients, immigrants, out-of-school youth, older workers and retirees,

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<sup>104</sup> Please also see response to Section X.D.1.

and people with substance abuse and ex-offender backgrounds. Placement and assistance to these individuals will also likely require more resources than unchallenged job seekers.

- Many of Hawaii's current workers are not adequately prepared for the jobs that are available and need remedial help to be able to advance in their careers to make room for entry level job seekers. WIA does not provide for assistance to incumbent workers; advancement of which is another priority for the State. (See discussion in Section II regarding the State's workforce priorities.)
- The national priority is directed toward economic development and high wage/high skills jobs in high growth industries. But with reduced funding, the experienced workforce professionals in Hawaii maintain that any available funding must be given to priority customers (in accordance with the law), which are low income individuals, such that there will be very little (if any) funds available for other groups. And here again, if the participants that are served by the One-Stops are primarily the low income, outcomes like the earnings measure are likely to be modest.
- To the extent the LWIBs have the resources to move towards the more demand-driven workforce system envisioned by the Governor that effort will detract from its "traditional" work. This shift in focus should be reflected by the performance goals.

The State does not want to set goals that will compel the local areas to select the services it provides to customers in a manner that benefit its performance outcomes, rather than using its judgment to provide the individuals with the support that is needed. (The State expects LWIBs to establish reasonable, practical policies that will provide its caseworkers with guidance on use of its resources.) "Gaming" the system is not in the best interest of the State as it strives towards its primary goal of sustainable economic growth leading to a higher standard of living for its citizens.

Hawaii proposes the following performance levels for PY 05:

PY 2005		Hawaii Proposal
Adult	Entered Employment Rate	73%
	Employment Retention Rate	79%
	Earnings Change	\$ 3,824
	Employment and Credential Rate	56%
Dislocated Worker	Entered Employment Rate	78%
	Employment Retention Rate	84%
	Earnings Change	\$ (1,995)
	Employment and Credential Rate	56%
Older Youth	Entered Employment Rate	59%
	Employment Retention Rate	76%
	Earnings Change	\$ 2,900
	Credential Rate	34%
Younger Youth	Skill Attainment Rate	72%
	Diploma Attainment Rate	54%
	Retention Rate	53%

Followed by a 1% increase in PY 2006.

PY 2006		Hawaii Proposal
Adult	Entered Employment Rate	74%
	Employment Retention Rate	80%
	Earnings Change	\$ 3,862
	Employment and Credential Rate	57%
Dislocated Worker	Entered Employment Rate	79%
	Employment Retention Rate	85%
	Earnings Change	\$ (2,015)
	Employment and Credential Rate	56%
Older Youth	Entered Employment Rate	60%
	Employment Retention Rate	77%
	Earnings Change	\$ 2,929
	Credential Rate	34%
Younger Youth	Skill Attainment Rate	73%
	Diploma Attainment Rate	55%
	Retention Rate	54%

Hawaii is willing to review its PY2006 goals if, with the availability of more recent data, they appear unreasonably low.

*X.E. Administrative Provisions*

*X.E.1. Provide a description of the **appeals process referred to in §116(a)(5)(m)**.  
[Ref: WIA §116(a)(5)]*

Please see response in Section VIII.A.3.

*X.E.2. Describe the steps taken by the State to ensure compliance with the **non-discrimination requirements** outlined in WIA §188.*

In August 2000, the U.S. Department of Labor issued its, "State Guidance for Developing Methods of Administration" (MOA) required by regulations implementing Section 188 of the Workforce Investment Act (WIA) of 1998."

DLIR was initially given certification of its MOA in late-2001. DLIR's MOA was recertified as of April 14, 2004.

The purpose of the MOA is to ensure that Hawaii has established policies, procedures, and systems in place for

- the administration, management, and operation of those WIA Title I-financially assisted programs, and
- to provide a reasonable guarantee of compliance with Federal nondiscrimination and equal opportunity laws and requirements.

The WDC adopted the following policy for inclusion in its 2000 WIA State Plan, and hereby continue their use.

- All services will be provided in a manner consistent with the non-discrimination and equal opportunity provisions of the following:
  - 1) Workforce Investment Act,
  - 2) Titles VI and VII of the Civil Rights Act of 1964, as amended,
  - 3) Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA),
  - 4) Age Discrimination Act,
  - 5) Title IX of the Education Act,
  - 6) Nontraditional Employment for Women Act, and
  - 7) Applicable State of Hawaii laws.
- One-Stop Job Centers will have accessible services and resources. There will be effective signage and a safe environment. Clients with limited English will have interpreters. All One-Stop Job Centers will be equipped to accommodate persons with disabilities.

## **XI. Assurances**

1. The State assures that it will establish, in accordance with section 184 of the Workforce Investment Act, fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through the allotments made under sections 127 and 132. [Ref: WIA §112(b)(11)]
2. The State assures that it will comply with section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that –
  - a. The State has implemented the uniform administrative requirements referred to in section 184(a)(3);
  - b. The State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under section 184(a)(4); and
  - c. The State has taken appropriate action to secure compliance with section 184(a)(3) pursuant to section 184(a)(5). [Ref: WIA §184(a)(6)]
3. The State assures that the adult and youth funds received under the Workforce Investment Act will be distributed equitably throughout the State, and that no local areas will suffer significant shifts in funding from year to year during the period covered by this Plan. [Ref: WIA §112(b)(12)(B)]
4. The State assures that veterans will be afforded employment and training activities authorized in section 134 of the Workforce Investment Act, and the activities authorized in chapters 41 and 42 of title 38 U.S. code. The State assures that it will comply with the veterans priority established in the Jobs for Veterans Act. [Ref: 38 U.S.C. 4215]
5. The State assures that the Governor shall, once every two years, certify one local board for each local area in the State. [Ref: WIA §117(c)(2)]
6. The State assures that it will comply with the confidentiality requirements of section 136(f)(3).
7. The State assures that no funds received under the Workforce Investment Act will be used to assist, promote, or deter union organizing. [Ref: WIA §181(b)(7)]
8. The State assures that it will comply with the nondiscrimination provisions of section 188, including an assurance that a Methods of Administration has been developed and implemented. [Ref: WIA §188]

9. The State assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of section 188. [Ref: WIA §185]
  
10. The State assures that it will comply with the grant procedures prescribed by the Secretary (pursuant to the authority at section 18(c) of the Act) which are necessary to enter into grant agreements for the allocation and payment of funds under the Act. The procedures and agreements will be provided to the State by the ETA Office of Grants and Contract Management and will specify the required terms and conditions and assurances and certifications, including, but not limited to, the following:
  - General Administrative Requirements:
    - 29 CFR part 97 – Uniform Administrative Requirements for State and Local Governments (as amended by the Act).
    - 29 CFR part 96 (as amended by OMB Circular A-133) – Single Audit Act.
    - OMB Circular A-87 – Cost Principles (as amended by the Act).
  
  - Assurances and Certifications:
    - SF 424 B – Assurances for Non-construction Programs.
    - 29 CFR part 37 – Nondiscrimination and Equal Opportunity Assurance (and regulation) 29 CFR 37.20.
    - CFR part 93 – Certification Regarding Lobbying (and regulation).
    - 29 CFR part 98 – Drug Free Workplace and Debarment and Suspension Certifications (and regulation).
  
  - Special Clauses/Provisions:

Other special assurances or provisions as may be required under Federal law or policy, including specific appropriations legislation, the Workforce Investment Act, or subsequent Executive or Congressional mandates.
  
11. The State certifies that the Wagner-Peyser Act Plan, which is part of this document, has been certified by the State Employment Security Administrator.

12. The State certifies that veterans' services provided with Wagner-Peyser Act funds will be in compliance with 38 U.S.C. chapter 41 and 20 CFR part 1001.
13. The State certifies that Wagner-Peyser Act-funded labor exchange activities will be provided by merit-based public employees in accordance with DOL regulations.
14. The State assures that it will comply with the MSFW significant office requirements in accordance with 20 CFR part 653.
15. The State certifies it has developed this Plan in consultation with local elected officials, local workforce boards, the business community, labor organizations and other partners.
16. As a condition to the award of financial assistance from the Department of Labor under title I of WIA, the grant applicant assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:
  - Section 188 of the Workforce Investment Act of 1998 ("WIA"), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA title I-financially assisted program or activity;
  - Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color and national origin;
  - Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
  - The Age Discrimination Act of 1974, as amended, which prohibits discrimination on the basis of age; and
  - Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The grant applicant also assures that it will comply with 29 CFR part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIA title I-financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

17. The State assures that funds will be spent in accordance with the Workforce Investment Act and the Wagner-Peyser Act and their regulations, written

Department of Labor Guidance implementing these laws, and all other applicable Federal and State laws and regulations.

Hawaii Governor Linda Lingle's  
2005 State of State Address  
January 24, 2005

<http://www.hawaii.gov/gov/session-2005/SOTS-2005>

Hawaii Governor Linda Lingle's  
2005 Initiatives

Lowering the Cost of Living: <http://www.hawaii.gov/gov/session-2005/lowering>

Protecting Residents and Visitors: <http://www.hawaii.gov/gov/session-2005/protecting>

Helping Keiki and Kupuna: <http://www.hawaii.gov/gov/session-2005/helping>

Sustaining Integrity in Government: <http://www.hawaii.gov/gov/session-2005/helping>

Investing in Hawaii's Future: <http://www.hawaii.gov/gov/session-2005/investing>

State of Hawaii  
Department of Business, Economic Development & Tourism  
2004 Annual Report

[http://www3.hawaii.gov/DBEDT/images/User\\_FilesImages/shared\\_public/dbedt\\_annual\\_2004\\_a1458.pdf](http://www3.hawaii.gov/DBEDT/images/User_FilesImages/shared_public/dbedt_annual_2004_a1458.pdf)

State of Hawaii  
Workforce Development Council  
2005 Report to the Governor

<http://dlir.state.hi.us/divisions/wdc/documents/HAWAIWORKFORCEIN2005.pdf>

State of Hawaii  
Workforce Development Council  
2003 - 2004 Funding Summary  
Hawaii's Investment of Public Funds in Workforce Development Programs

<http://dlir.state.hi.us/divisions/wdc/documents/2005FUNDINGSUMMARY.pdf>

State of Hawaii  
The Workforce Development Challenges Facing Hawaii  
Hawaii National Governors Association (“NGA”) Project Team  
January 2005

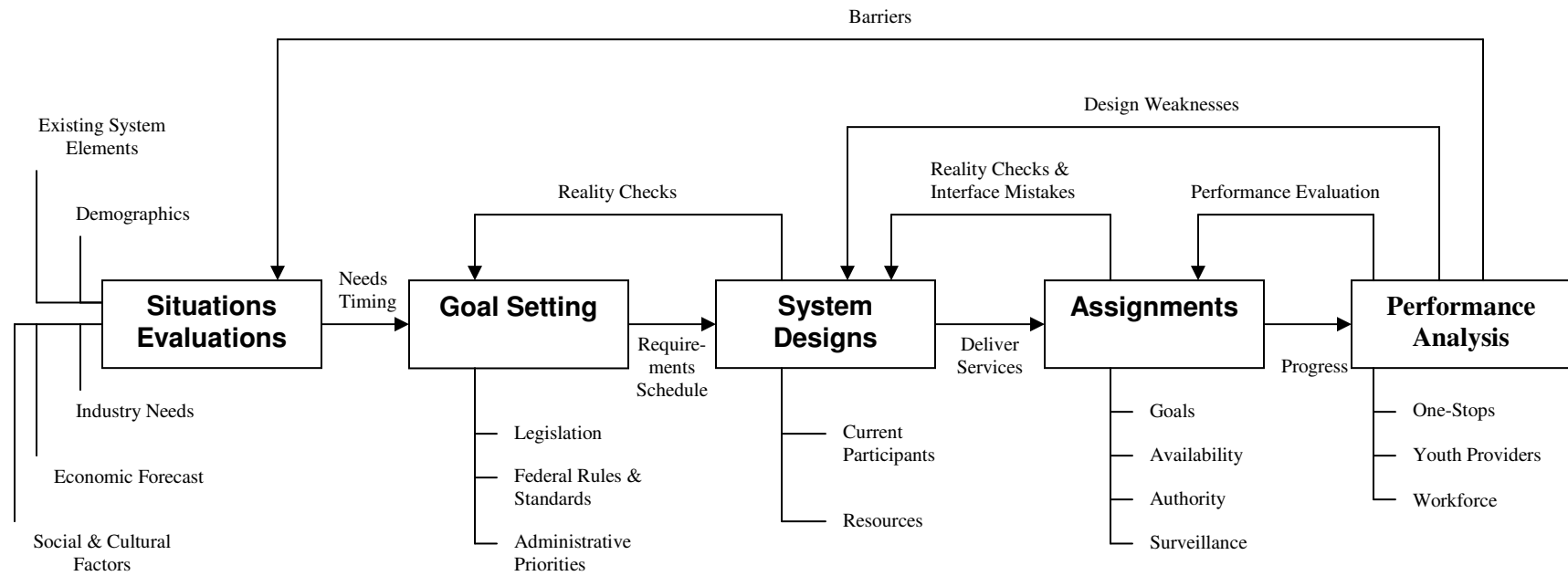
<http://hawaii.gov/labor/wdc/ppt/WIAPlan05.mht>

The Workforce Development Challenges Facing Hawaii  
Dennis P. Jones

Presented to the  
Hawaii Workforce Development Council  
Honolulu, Hawaii  
February 24, 2005

[http://www.hawaii.gov/labor/wdc/ppt/022405%20CO%20Dennis%20Jones\\_files/frame.htm](http://www.hawaii.gov/labor/wdc/ppt/022405%20CO%20Dennis%20Jones_files/frame.htm)

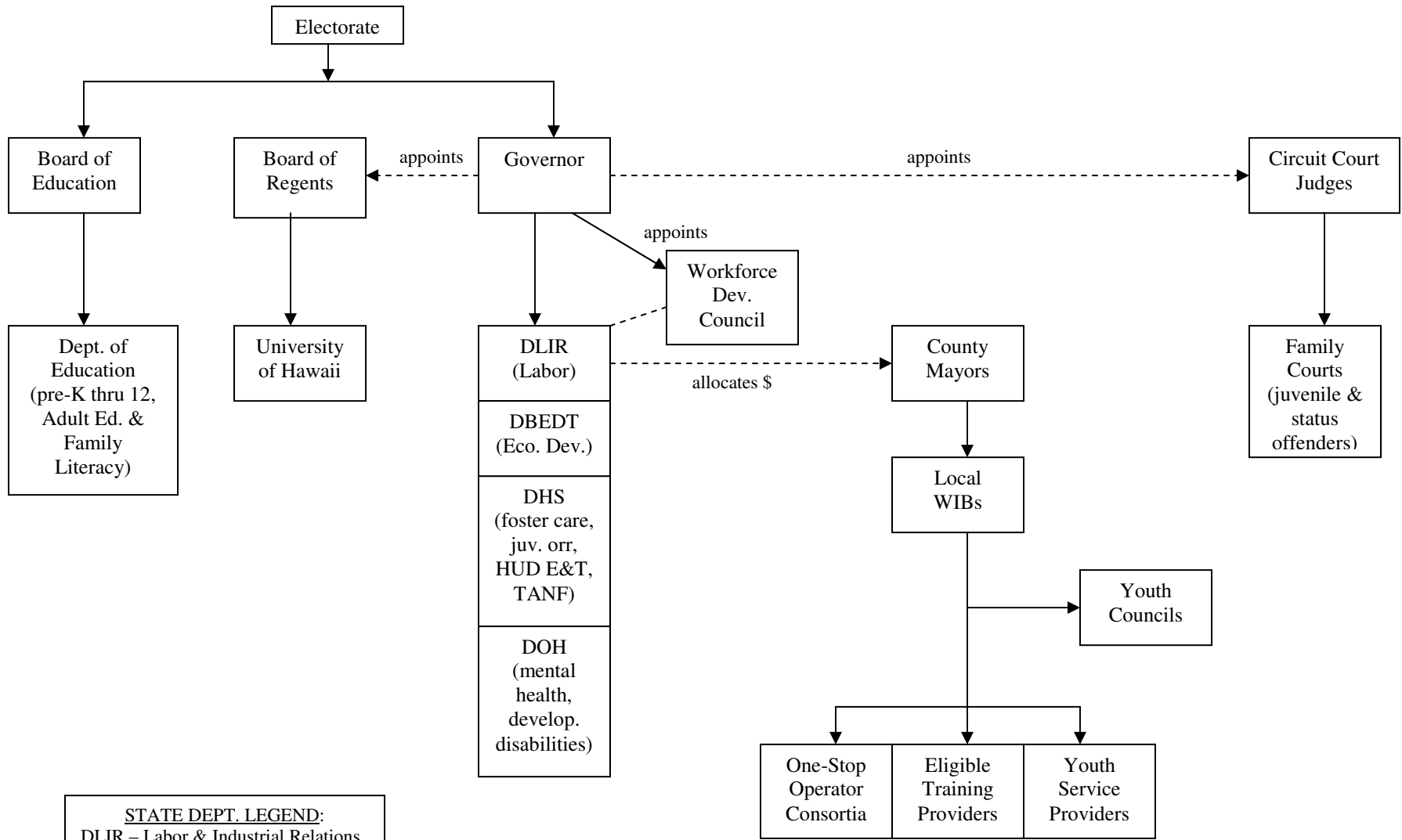
### HAWAII WORKFORCE DEVELOPMENT DETAILED SYSTEM FLOW



State of Hawaii Workforce Development Strategic Plan  
December 2004

[http://hawaii.gov/labor/wdc/pdf/WIA\\_Plan\\_attachment.pdf](http://hawaii.gov/labor/wdc/pdf/WIA_Plan_attachment.pdf)

**HAWAII'S GOVERNOR; PUBLIC WORKFORCE INVESTMENT SYSTEM**



**STATE DEPT. LEGEND:**  
 DLIR – Labor & Industrial Relations  
 DBEDT – Business, Economic Development & Tourism  
 DHS – Human Services  
 DOH - Health

State of Hawaii  
2002-2010  
Employment Outlook for Industries and Occupations  
January 2005

[http://www.hiwi.org/admin/uploadedPublications/1411\\_Pub\\_02-12.pdf](http://www.hiwi.org/admin/uploadedPublications/1411_Pub_02-12.pdf)

Summary Table of Strategies: Priority 1 - Job Quality Gap

<u>Strategy Number</u>	<u>Strategy to Address Priority</u>	<u>Responsible Agency</u>	<u>Target Date</u>	
			<u>Start</u>	<u>Complete</u>
JQ-1	Monitor DBEDT and County Economic Development Boards' Activities and Provide Support as Appropriate	WDC	_____	_____

Summary Table of Strategies: Priority 2 - Worker Supply Gap

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
WS-1	Coordinate Development of Incumbent Worker Supply and Retention of Existing Workers			
	Develop Underrepresented Supply			
WS-2	Ex-patriates			
WS-3	People with Disabilities			
WS-4	TANF Clients			
WS-5	Immigrants			
WS-6	Out-of-School Youth			
WS-7	Older Workers/Retirees			
WS-8	Substance Abusers			
WS-9	Ex-offenders			
WS-10	Explore Means of Encouraging Hiring of Underrepresented through Employer Incentives and WIA Waivers (e.g., risk mitigation through temporary hiring, appropriate WIA performance measures)			
WS-11	Develop and Implement Worker In-migration Strategies (Find Job Seekers with Knowledge, Skills, Abilities Needed by Target Industries)			
WS-12	Provide Information Regarding High Wage/High Growth Industries and Occupations to Agencies Directing Training and Career Counseling, and Monitor Delivery of Training for Needed Skills			
WS-13	Continuously Identify Workforce Barriers and Develop Solutions to Targeted Industries' Workforce Challenges			
	Address Related Barriers to Workforce Development			
WS-14	Affordable Housing			
WS-15	Substance Abuse			
WS-16	Construction Permitting			
WS-20	Transportation			
WS-17	Market Hawaii's Job Opportunities within HAWAII and in Areas with High Concentrations of Post-Secondary Students from Hawaii (address perception that Hawaii does not have good jobs)			
WS-18	Reach Out to Discouraged Workers			
WS-19	Develop and Implement Policies to Drive the Vision			

Summary Table of Strategies: Priority 3 - Worker Preparation Gap

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
EP-1	Identify Education Pipeline Gaps and Develop Implementation Plan to Close; Particularly with Respect to Work Readiness			
EP-2	Early Childhood - Elementary School			
EP-3	Elementary School - Middle School			
EP-4	Middle School - High School			
EP-5	High School - Technical School			
EP-6	High School - College			
EP-7	Life-long Learning for Incumbent Workers			
EP-8	Coordinate Career Planning Information and Counseling High Wage/High Growth Occupations Occupations in Demand Training on Finding Jobs Consistent Training To and Advice From All Counselors			
	Enhance Career Relevant Education Curriculum			
EP-9	Public Schools			
EP-10	Private Schools			
EP-11	Train for Skills (not occupations)			
EP-12	Mentorships/Internships/Contextual Experience			
EP-13	Post-secondary institutions Directed to High Wage/High Growth Areas			
EP-14	Coordinate Incumbent Worker Training Business Involvement / Information Worker Involvement/Information			
	Work Readiness Certification			
EP-15	Identify Types			
EP-16	Find champion for types identified and monitor progress			
EP-17	Develop and Implement Policies to Drive the Vision Encourage Further Education BEFORE Jobs			

Note: "EP" stands for "Education Pipeline"

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

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
OS-1	Build Understanding of Statewide Workforce Vision and Plans	WDC	_____	_____
OS-2	Develop Local WIB Vision and Implementation Plan (See following pages 2 and 3)	Local WIBs	_____	_____
OS-3	Identify and Inform One-Stops of Expectations  Implementation of Demand-Driven Concepts Incorporating Non-traditional Resources Utilization of ETF Funds  Integration with Counselors at Affiliated Agencies Outreach to Under-represented Job Seekers Outreach to Incumbent Workers  Training for Skills Pool of Trainers Able to Deliver Training on Short Notice (approximately 14 days)	Local WIBs	_____	_____
OS-4	Develop Plan to Manage "High End" Jobs and Job Seekers (until gap is narrowed)	Local WIBs	_____	_____
OS-5	Collect, Analyze, and Present Data/Information to Support WIB Initiatives to Overcome Barriers	WDC	_____	_____
OS-6	Explore Alternative Sources of Funding for Workforce Programs	Big Island WIB	_____	_____
OS-7	Develop System for Stronger State Oversight, including Exploration of Mechanism for Incentives and Disincentives	WDC	_____	_____
OS-8	Develop and Implement Policies to Drive the Vision Ensure adults and dislocated workers have universal access to the minimum required core, intensive, training services Limiting ITA Funds	WDC	_____	_____

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note: See YS-3, YS-4, YS-5 relating to One-Stop Youth Services

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

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
OS-2 (cont.)	Develop Local WIB Vision and Implementation Plan	Local WIBs		
	<u>Define Services and Responsibilities</u> Identify Workforce Programs and Define Scopes of Responsibility MOU in conformance with WIA§121(c) Vision for on-the-job training Identify workforce development needs of job seekers and employers, who is responsible for meeting which need, and how those needs will be met MOU with providers and partners Procedures and criteria re priority to public assistance recipients and other low-income for intensive and training services Describe how Services will be provided and Coordinated Through One-Stops Describe how Cost of Service and Operating Costs are Funded Describe Method of Referral of Individuals between One-Stop Partners			
	<u>Strategically Expend Available Resources</u> Strategy for Allocation of Training Resources Prioritize Training Funds: Consider limiting training to high demand, economically vital, and/or targeted skills Seek Out Opportunities to Combine and Simplify Programs Seek Out Opportunities to arrange for interagency agreements to Reduce Overlapping Services Seek out Opportunities for Infrastructure Savings Identify Ways Affiliates (like WDC) Can Support Local WIB Plans Review One-Stop Organizational Structure Strategy for Providing Core, Intensive, Training to Adult and Dislocated Workers Seek out opportunities for universal access and review consistency of statewide/countywide services Strategy re reemployment services to UI claimants most likely to exhaust benefits			

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

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
OS-2 (cont.)	<p><u>Strategically Expend Available Resources (cont.)</u></p> <p>Strategy for One-Stop delivery system that is accessible to and will meet the needs of dislocated workers, displaced homemakers, low-income individuals such as migrants and and seasonal farm workers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, people with limited English-speaking proficiency, and people with disabilities</p> <p>Consider Extending LWIB Officer Terms</p> <p><u>Drive the Vision</u></p> <p>Establish Goals, Deadlines, Progress Monitoring Process, System of Accountability</p> <p>Incorporate National Demand-Driven Priorities</p> <p>Develop and implement strategy for enhancing workforce role of faith-based and community-based organizations</p> <p>Percent, if any, of WIA training funds directed to preparation for jobs that pay at least a self-sufficiency wage</p> <p><u>Service Quality</u></p> <p>Plan for Addressing Past Problems, like data entry and unsatisfactory youth performance</p> <p>Include Plan for ongoing monitoring of accurate data collection for calculation of performance measures and provision of timely feedback</p> <p>Establish procedures to ensure quality of service, staff competencies, and continuous improvement</p> <p>Establish Minimum Operating Guidelines</p> <p>Explore Waivers as Means of Improving Operations</p> <p><u>Serve Youth</u></p> <p>Prepare a Comprehensive Youth Plan (addressing needs of both youth-in-need and all other youths, such as youth in foster care; covering areas of education, vocation, support services)</p> <p>Include in Youth Plan, concept of continuous improvement</p>	Local WIBs		

Summary Table of Strategies: Priority 5 - Youth Gap

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
YS-1	Inclusionary Implementation Procedures for Youth with Disabilities			
YS-2	Coalitions of Youth Service Providers using Collaborative Strategies to Deliver Seamless, Continual Services Throughout Individuals Developmental Years			
YS-3	Youth Services Through One-Stops Access to Career, Employment, Labor Market Information			
YS-4	Work Experience Opportunities			
YS-5	Job Placement for WIA Youth			
YS-6	Broad Spectrum of Employment Experiences to Help Shape Career Paths			
YS-7	Workforce-related Prevention Strategies to Lessen School Dropout Rates			
YS-8	Minimum of 40% of Youth Funds on Out-of-School Youth			
YS-9	Comprehensive and Integrated Out-of-School Youth Strategy			
YS-10	Develop and Implement Policies to Drive the Vision,			
YS-11	Monitor Youth Service Performance Delivery of Services Data Entry	WDC		

note: See OS-2 relating to Comprehensive Youth Plans

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

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
CC-1	Comprehensive Website job seeker resources employer resources education/training resources job matching assistance career planning resources Workforce Professional Resources Distance Learning Resources Hawaii Workforce-related Data Inventory (and contact) of programs, agencies, organizations, resources			
CC-2	Explore use of AUW-211 System for Workforce-related Referrals			
CC-3	Two-way Communication with Business Coordinate Workforce-related Initiatives by Various Business Groups			
CC-4	DBEDT Small Business Advisory Group			
CC-5	Provide Workforce-related Information to Businesses			
CC-6	Strategic Selection of WDC Membership			
CC-7	Communicate/Coordinate Statewide Vision with Local WIBs (including assisting with raising awareness of importance of constant performance monitoring and progress feedback)			
CC-8	Communicate/Coordinate Statewide Vision with Education and Training Institutions			
CC-9	Research Workforce Supply-Demand for State/Counties			
CC-10	Coordinate Support of Business Development and Retention			
CC-11	Workplace Reorganization (related to national union initiative aimed at the "high road")			

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

Strategy Number	Strategy to Address Priority	Responsible Agency	Target Date	
			Start	Complete
CC-12	Facilitate and Coordinate Inter-agency Agreements specify roles, responsibilities, outcomes and reduce duplicative services electronic connectivity between partners coordinate delivery of youth services between agencies develop and identify resource support for innovative strategies identify educational needs to deliver skills needed by business partners Identify Educational Needs			
CC-13	Develop and Implement Policies to Drive the Vision			
CC-14	Review LWIB Plans Consistency with State Vision Statutory Requirements, and Accountability Mechanisms Universal Access Consistency of Countywide/Statewide Services Partner and Provider Selection Criteria			

Hawaii's Grievance Procedure for WIA Partners  
WIA Bulletin No. 5-03  
February 24, 2003

Response to Section VIII.J.

[http://hawaii.gov/labor/wdc/pdf/WIA\\_bulletin5-03.pdf](http://hawaii.gov/labor/wdc/pdf/WIA_bulletin5-03.pdf)

## Process for Developing Hawaii's 2005 WIA State Plan

Governor Linda Lingle appointed Nelson B. Befitel, Director of the State Department of Labor and Industrial Relations (“DLIR”), as her official designee *vis a vis* the Workforce Investment Act (“WIA”) and all workforce development matters. Following Director Befitel’s attendance at USDOL’s March 2005 training on WIA Plan preparation, he approved the detailed outline for the plan. His early involvement assured that the plan put forth Governor Lingle’s workforce and economic development priorities and policies.

DLIR staff drafted the Hawaii State Plan, using the February 2005 draft and the April 12, 2005 final “Stand-Alone” *Planning Guidance and Instructions for Two Years of the Strategic Five Year State Plan for WIA Title I and Wagner-Peyser*.

In March 2005, the Workforce Development Council (“WDC”) Director informed the Local Workforce Investment Boards (“LWIBs”) of the WIA State Plan revision schedule and the web site to locate the USDOL State Planning Guidance and Instructions. The WDC Director also asked for LWIB suggestions. In April, the WDC Planning Committee reviewed the draft and suggested changes. On April 14, 2005, the WDC approved: a) the plan’s concepts and changes from the 2000 plan as the basis for staff completing the draft; and b) publishing the notice that the draft plan was available in May for public review and comment at One-Stop Job Centers and the DLIR web site.

Public input to the plan, primarily from the LWIBs, included: a) change income eligibility for WIA intensive services to a “self-sufficiency” standard; b) make the income requirement for youth services less restrictive; c) simplify the process for granting the coordination incentive award; d) grant more flexibility to the local areas; e) allow transition time to local areas to conform to any new policies; f) change the formula for allocating funds to the local areas. To be completed: rest of input; what changes?

To do: After DLIR staff revised the plan, on May 19, 2005, the WDC approved the plan for submittal to USDOL by the May 31, 2005 deadline.

Policy direction and all decisions to release plans and amendments for public comment and to approve final plans and amendments take place at public WDC meetings. Each WDC meeting has time on the agenda for the public to comment on the agenda items. All plans and amendments are sent to LWIBs and Mayors for review. As announced in statewide published notices, all plans and amendments are placed for public review and input on the DLIR web site, and One-Stop Job Center staff is available to assist the public to access the web site. During the process, the State relied on the broad perspective provided by the representative and business-led LWIB and WDC membership.