

**Workforce Innovation and
Opportunity Act**

Local Plan

CITY AND COUNTY OF
HONOLULU

Submitted by

O‘AHU WORKFORCE
DEVELOPMENT BOARD (OWDB)

July 1, 2025 – June 30, 2028

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ACRONYM LIST

Acronym	Definition
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INTRODUCTION

These guidelines direct the local plan submitted by your county under the Workforce Innovation and Opportunity Act (WIOA). WIOA requires each local workforce development board (LWDB, local board or county board) to develop and submit, in partnership with the chief local elected official, a comprehensive four-year plan to the state. At the end of the first two-year period of the four-year local plan, each local board shall review the local plan and shall submit modifications to reflect changes in labor market and economic conditions or in other factors affecting the implementation of the plan.

The local plan will be effective July 1, 2025– June 30, 2028. The law emphasizes the importance of collaboration and transparency in the development and submission of the plan. Affected entities and the public must have an opportunity to provide input in the development of the plan. The local board must make the plan available through electronic means and in open meetings to ensure transparency to the public.

The LWDBs must provide leadership in assembling their plan. LWDBs also should seek broad stakeholder involvement in the development of their local plan. Local elected officials, local workforce development board members, core program partners and mandatory one-stop partners must be an integral part of the planning process. WIOA encourages an enhanced, integrated system by including new core programs in its planning and performance requirements. Each plan will address how the LWDB will coordinate service delivery with the new core programs of Vocational Rehabilitation and Adult Education.

Each LWDB's plan should be based on the current and projected needs of the workforce investment system, placing an increased emphasis on coordination and collaboration at all levels to ensure a seamless system for job seekers, including those with disabilities, and employers. The plan must include an identification of the education and skill needs of the workforce and employment needs of the local area and include an analysis of the strengths and weaknesses of services to address these identified needs.

The assessment must include the best available information or evidence of effectiveness and performance information for specific service models as well as a plan to improve the effectiveness of such programs by adopting proven or promising practices as a part of the local vision. The LWDB should provide a complete view of the system-wide needs of the local workforce development area.

The plan must address how the LWDB will foster strategic alignment, improve service integration and ensure that the workforce system is industry-relevant, responding to the economic needs of the local workforce development area and matching employers with skilled workers. The local plan must lead to greater efficiencies by reducing duplication and maximizing financial and human resources. These plan guidelines require LWDBs to address current and future strategies and efficiencies to address the continuous improvement of Hawaii's workforce system and its focus on customer service excellence. This plan should align with the Hawaii Unified State Plan.

All plans must be submitted no later than

4:30 p.m. (HST) September 30, 2025 to:

dlir.workforce.council@hawaii.gov

STRATEGIC PORTION

Section 1: Vision and Leadership

It is expected that Section 1 responses will be greatly influenced by the members of the local workforce development board and other community stakeholders. Further, it is expected that there will be strong alignment with the current WDC Unified Plan .

Please answer the questions in Section 1 in six (6) pages or less. Provide a response for all items identified. Reports and/or expanded analysis can be included as links and/or attachments.

[OWDB Notations/Comments: Per CFR 679.500 a Policy for Local & Regional Plan Development \(Part D\) should have been provided. OWDB did not receive such Development Plan and responded IAW with the template provided by WDC. Link to CFR Referenced.](#)

Strategic Vision and Goals Requirements

1.1 20 CFR 679.560(a)(5): Strategic Vision and Goals

- A. Provide the local board's strategic vision and goals for its local workforce system;
- B. Describe how the local board's strategic vision and goals:
 - Support economic growth and economic self-sufficiency in the local area;
 - Prepare an educated and skilled workforce including youth and individuals with barriers to employment in the local area; and
 - Provide performance accountability in the local area including WIOA primary indicators of performance.

1.1 A. OWDB Strategic Vision

The Oahu Workforce Development Board ([OWDB](#))'s vision is to develop a workforce ecosystem that promotes regional economic growth and employment opportunities for all job seekers by convening leaders from business and industry, economic and workforce development, education and training, as well as community partners and policymakers. OWDB's goals are to connect job seekers to employment opportunities, provide education and training options in high-growth, high-demand sectors, and develop a skilled and sustainable workforce to attract, retain, and grow diverse businesses in the City and County of Honolulu.

1.1 B. OWDB Strategic Goals

The above vision, mission, and goals support OWDB meeting or exceeding all of its WIOA performance accountability measures.

Five (5) core values serve as a guiding force for the work OWDB does with clients, partners, and employers:

- People-centered
- Rooted in equity & opportunity
- Networked with intentional partnerships
- Regionally responsive
- Growth and system-oriented

Commented [CK1]: Do we need to keep this explanation here as is? Can it be restated as Responses to Section 1: Vision and Leadership are greatly influenced by members of the local/O'ahu Workforce Development Board and other community stakeholders. Further, it is expected to demonstrate strong alignment with the current Workforce Development Council (WDC) Unified Plan (herein also referred to as "State Plan").

Subsections may include reports, expended analysis or referrals in the form of links and/or attachments to adhere to the six (6) page limitation for Section 1.

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These strategic goals help prepare individuals with barriers to employment for the workforce by ensuring a customer-focused approach where all individuals have equitable access to opportunity, resources for barrier remediation through a wide variety of intentional partnerships within the City and County of Honolulu workforce system, employment and training programs connected to jobs that are growing regionally, and a desire to develop funding to serve more and varied individuals with barriers to employment, with OWDB's partners, over the next four years.

The One-Stop Memorandum of Understanding (MOU) fulfills the WIOA requirements to document and reach an agreement among the State and other required parties for negotiating cost sharing, service access, service delivery, and other matters needed and essential to the establishment of the local one-stop delivery system. The MOU outlines the parties' commitment to provide integrated workforce services at Comprehensive and Affiliate American Job Centers. AJC partners collaborate to implement integrated service delivery strategies, thereby enhancing their ability to serve job seekers and employers better. Routine meetings and convenings facilitate the sharing of resources and information, promote cooperative efforts with employers, and provide common staff training, among other collaborative benefits. OWDB's designated OSO is responsible for facilitating integration efforts and convening all required partners in the AJC system.

Community Engagement and Outreach: OWDB's Outreach Team will establish satellite locations across the City and County of Honolulu to provide workforce services to job seekers and businesses more effectively through a place-based approach, particularly in low-income, high-unemployment areas, and focusing on target populations in need of assistance.

Career Services: All required WIOA elements for basic and individualized career services are provided through various partners within the workforce system, with the majority supplied by core partners at the American Job Center (AJC). Basic and individualized career services encompass a wide range of service types, including those specifically tailored to adults, dislocated workers, and youth. Examples include assessments, job search assistance, career counseling, referrals to other programs and services, provision of labor market information, individual employment planning, career planning, financial literacy, mentoring, and more. OWDB provides digital literacy learning. WIOA-eligible clients seeking individualized career assistance are assigned to a Career Planner who serves as a case manager and career coach. These services are delivered through a human-centered perspective, with an understanding of regional employer demand, and a focus on industry-specific skill needs, career pathway exploration, upskilling, and job matching. All Career Planners, regardless of funding stream, work one-on-one with clients, beginning with the delivery and interpretation of a comprehensive/objective assessment, the development of an Individualized Employment Plan (IEP), and/or an Individual Service Strategy (ISS). The Career Planner follows the client's experience, beginning with their engagement with the AJC and continuing with other workforce services that are administered and documented in either group or one-on-one sessions. Interactions continue with the client until a successful job placement occurs, at which point the Career Planner provides follow-up services for a specified duration to assist the client with job retention needs.

Training and Work-Based Learning Services: For clients needing skills development beyond the resources available at American Job Centers, Career Planners recommend occupational skills training and/or work-based learning. Training is provided through certificate or degree-based programs that include career pathways and stackable credentials when possible. Training types include virtual learning, short-term training boot camps, customized industry-recognized cohorts, and traditional post-secondary programs funded through Individual Training Accounts (ITAs). Training services are offered by multiple providers and partners within the local workforce system. Eligibility and program requirements vary by funding

source. Partners work together to coordinate service delivery, effectively maximizing resources. Examples of work-based learning include On-the-Job Training, Registered Apprenticeship, Youth Apprenticeship, YouthBuild, transitional jobs, and various types of paid work experience opportunities.

Business Services Team: The Business Services Team (BST) coordinates business services and solutions with workforce system partners to provide a comprehensive and streamlined approach that reduces duplication and maximizes resources to employers. The BST meets regularly to collaborate to ensure that employers receive the best services available. Current services include, but are not limited to:

Recruitment and Placement: The BST provides a comprehensive range of services to support businesses and employers in meeting their hiring needs. Services include, but are not limited to, pre-screening, recruitment and hiring assistance, conducting/hosting hiring events, job postings on HireNet_Hawaii, tax incentives, labor market information, job accommodations, and more.

Training: The BST offers several training programs and incentives to help local businesses and employers stay competitive in today's economy. Services include, but are not limited to, on-the-job training, Incumbent Worker Training, transitional jobs, Registered Apprenticeships, Youth apprenticeships, internships, work experiences, and more.

Talent Retention: The BST offers educational opportunities for employers to address retention issues, keeping businesses informed. Services include, but are not limited to, Incumbent Worker Training, human resource strategies, employee coaching, and more.

Business Recruitment and Expansion: The growth and expansion of area businesses contribute to the economic well-being of the county. The BST connects companies and employers to expansion resources, including tax credits, grants, capital finance, and more. Mass Layoffs and Business Closings: When a business closes or experiences a mass layoff, a special process referred to as Rapid Response is used to quickly assess the reemployment needs of affected workers and provide them with relevant information. Services include, but are not limited to, information sessions, planning sessions, onsite services for affected employees, and more.

Placement and Follow-Up: The goal is sustainable, long-term placement in high-quality jobs. Once clients are placed into unsubsidized employment and have a planned exit to employment, EMI and AJC staff maintain routine contact to ensure they are receiving necessary job retention assistance or services. Career Services staff document and ensure that clients successfully meet their planned outcome goals and successful outcomes on the WIOA performance measures. Career Planners, when appropriate, also provide services necessary to help prevent job loss and support job retention. Has the capacity to offer such services and address the needs of individuals with barriers and employers through its robust partnerships, which include but are not limited to, WIOA Required Partners including the Division of Vocational Rehabilitation, Unemployment Insurance, and Adult Education, satellite locations in community- and faith-based organizations across the county, industry associations, other employer groups, etc. Key strengths of the workforce system include:

Youth Employment: OWDB has a long-standing partnership in the community, offering job readiness training, enrichment activities, and paid work experience to youth annually at community work sites and with public and private employers.

Registered Apprenticeship: OWDB will adopt apprenticeship as a job-driven training strategy, particularly for women and minorities who are underrepresented in this field. OWDB will participate in Youth Apprenticeship consortia.

Labor Market Demand Intelligence: The BST will convene Industry Advisory Boards (IABs) in high-demand industry sectors. IABs provide timely labor market information (developed through input from its employer partners) and create an inventory of available positions so the skills of job seekers can be matched to employers' needs. This business-led model optimizes best practices in workforce training and advances a "demand and supply" model that identifies and connects employers' real-time hiring needs with effective systems and partners to screen, train, and match workers for those positions.

Reentry Services: The City and County of Honolulu has a significant number of individuals who are incarcerated or have been previously involved in the criminal justice system. OWDB will respond to this critical need by providing pre- and post-release services in local correctional facilities using a variety of employment and training service strategies. OWDB partners with organizations that have expertise in criminal justice, utilizes assessments that reflect the correlation between job readiness and the risk of recidivism to customize reentry service delivery, and continually pursues additional funding to support reentry programs and initiatives. OWDB coordinates with local and state departments and organizations involved in criminal justice initiatives to stay apprised of evidence-based best practices and communicate local successes and challenges.

Strategic Plan Alignment Requirements

1.2 Local Workforce Development Board 2025-2028 Strategic Plan Alignment

Describe how the local board's vision and goals align with and/or supports the vision, mission, and imperatives of the Workforce Development Council's Unified Plan.

The Workforce Development Council approved their **Unified Plan** in March 2024.

Vision

Hawai'i is fully committed to enhancing old and enabling new career pathways to living wage jobs, strong advancement opportunities, and the equitable upward mobility needed to build a 21st century, globally competitive, inclusive economy for all its residents.

Mission

We establish programs for effective sector partnerships to empower the people of Hawai'i to be competitively skilled and resilient in Hawai'i's shifting economies.

- Four Pillars

The plan is outlined below into four areas of focus reflecting the vision, values, and goals of Hawai'i.

1. **ALIGNMENT WITH ECONOMIC GROWTH** Goal: Tie economic development with workforce development to address core issues like labor shortage, living wage, economic diversification, and jobs for the future.

2. **EDUCATION AND TRAINING ALLIANCES** Goal: Build stronger bridges with Hawaii's educators and training providers since a strong education and training ecosystem will yield lifelong learners and foster innovation in a fast-changing world.

3. **REMOVING BARRIERS TO EMPLOYMENT** : Prioritize services to vulnerable populations with barriers to employment, particularly immigrants, especially those from the neighbor islands, and veterans and military spouses.

4. WORKFORCE SYNERGY Goal: Establish integration and collaboration amongst those who labor in the workforce development space, including those in the public, private and philanthropic sectors.

1.2 OWDB Strategic Plan Alignment

OWDB vision supports the Workforce Development Council, aligning in several key areas:

- **Focus on employer needs and economic development:** Both the OWDB and the WDC emphasize the importance of meeting employers' needs by developing a skilled workforce that enhances workplace productivity and supports a robust economy. OWDB collaborates with businesses to identify their talent needs and develop customized training programs to address skills gaps.
- **Emphasis on career pathways and sector strategies:** The WDC promotes the development of sector strategies and career pathways to connect skilled job seekers with growth industries. OWDB is involved in developing and implementing these pathways and techniques to ensure a workforce ready for the jobs of the future.
- **Prioritizing vulnerable populations and promoting equity:** The Unified Plan highlights the importance of providing services to vulnerable populations, ~~including homeless individuals and Native Hawaiians and those experiencing barriers to employment.~~ OWDB implements strategies that prioritize these populations, expand access to quality jobs, and eliminate systemic inequalities.
- **Collaboration and partnership:** The WDC's mission emphasizes active collaboration and regional sensitivity in implementing the Unified Plan. OWDB will play a key role in fostering partnerships between various stakeholders, including businesses, education and training providers, community organizations, and government agencies, to coordinate and integrate workforce services.
- **Data-driven decision making and continuous improvement:** Both the WDC and OWDB are committed to measuring the efficacy of programs and continuously improving service delivery based on data analytics and values. Including tracking participant progress and developing annual assessments to ensure accountability and achieve desired outcomes.

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Reference to immigrants, veterans and military spouses – address specifically or more definitive statement that OWDB is in alignment.

Joint Priority Setting Requirements

1.3 Joint Priority Setting

Describe how the local board's goals, strategies, programs, and projects align with and will contribute to achieving the priorities established

~~Alignment between local workforce boards and state priorities is crucial for an effective workforce development system. Under the Workforce Innovation and Opportunity Act (WIOA), the WDC and OWDB are required to coordinate and integrate their efforts.~~

~~OWDB's goals, strategies, programs, and projects align with and contribute to achieving established state priorities.~~

1. Understanding the State Unified Plan

- In collaboration with the WDC, OWDB has a thorough understanding of the state's unified plan. This plan outlines the state's workforce development strategy and identifies key priorities for the state's workforce development. These priorities include:
 - **Alignment with Economic Development:** Connecting workforce readiness to state economic needs, such as labor shortages and economic diversification.
 - **Education and Training Alliances:** Strengthening collaborations with educational institutions to ensure programs meet labor market demands.
 - **Inclusivity and Equity:** Prioritizing access to quality jobs for vulnerable populations such as veterans, immigrants, and military spouses.
 - **Workforce Synergy:** Maximizing resources and promoting collaboration between public, private, and philanthropic sectors.

2. Developing local goals and strategies that cascade from state priorities

- OWDB has developed strategic plans and established funding priorities for the City and County of Honolulu, informed by the State Unified Plan.
- OWDB demonstrates how it will **foster strategic alignment, enhance service integration, and ensure the workforce system remains industry relevant.**

3. Designing and implementing programs and projects in line with state objectives

- **Career Pathways & Sector Strategies:** Developing and promoting career pathways within key industries identified by the state and local economies, ensuring alignment between educational offerings and employer needs.
- **Targeted Support:** Implementing programs that prioritize assistance for vulnerable populations, as outlined in the state plan. Including initiatives to address barriers to employment for homeless individuals, Native Hawaiians, or other marginalized groups.
- **Employer Engagement:** Engaging employers at all stages of the process, including planning, program design, and placement, to address talent shortages and develop a strong workforce pipeline.
- **American Job Center (AJC) Transformation:** Contributing to the transformation of American Job Centers, as envisioned in the state plan, through increased visibility, better coordination with WIOA partners, and improved outreach to businesses.
- **Addressing Economic Trends:** Developing programs and initiatives that proactively address the implications of changing economic trends such as the gig economy, remote work, and the impact of Artificial Intelligence (AI).

4. Fostering strong partnerships and collaboration

- Working closely with the WDC and other state agencies, OWDB utilizes its private sector council members, which can help bridge connections to private industries.
- OWDB collaborates with other stakeholders, including:
 - **Educational Institutions:** To align the curriculum with employer needs.
 - **Community organizations:** To provide support services to job seekers.
 - **Economic Development Agencies:** To create a holistic approach to workforce and economic growth.

5. Monitoring and evaluation for continuous improvement

- OWDB establishes clear performance metrics to measure its progress towards achieving local goals and contributing to state priorities.
- Including tracking outcomes related to job placements, wages earned, and the impact on priority populations.

- ~~Data collection and reporting are essential for making informed decisions and ensuring accountability.~~

~~By aligning goals, strategies, programs, and projects with the priorities outlined in the state plan, OWDB plays a crucial role in building a skilled and adaptable workforce that meets the needs of both employers and job seekers, thereby contributing to the state's overall economic well-being.~~

1.3 Joint Priorities (OWDB and WDC)

Alignment between local workforce boards and state priorities is crucial for an effective workforce development system. Under the Workforce Innovation and Opportunity Act (WIOA), the WDC and OWDB are required to coordinate and integrate their efforts.

OWDB's goals, strategies, programs, and projects align with and contribute to achieving established state priorities:

1. Understanding the State Unified Plan

In collaboration with the WDC, OWDB has a thorough understanding of the state's unified plan. This plan outlines the state's workforce development strategy and identifies key priorities for the state's workforce development. These priorities include:

- **Alignment with Economic Development:** Connecting workforce readiness to state economic needs, such as labor shortages and economic diversification.
- **Education and Training Alliances:** Strengthening collaborations with educational institutions to ensure programs meet labor market demands.
- **Inclusivity and Equity:** Prioritizing access to quality jobs for vulnerable populations such as Native Hawaiians, veterans, immigrants, and military spouses.
- **Workforce Synergy:** Maximizing resources and promoting collaboration between public, private, and philanthropic sectors.

2. Developing local goals and strategies that cascade from state priorities

- OWDB has developed strategic plans and established funding priorities for the City and County of Honolulu, informed by the State Unified Plan.
- OWDB demonstrates how it will **foster strategic alignment, enhance service integration, and ensure the workforce system remains industry-relevant.**

3. Designing and implementing programs and projects in line with state objectives

- **Career Pathways & Sector Strategies:** Developing and promoting career pathways within key industries identified by the state and local economies, ensuring alignment between educational offerings and employer needs.
- **Targeted Support:** Implementing programs that prioritize assistance for vulnerable populations, as outlined in the state plan. Including initiatives to address barriers to employment for homeless individuals, Native Hawaiians, or other marginalized groups.
- **Employer Engagement:** Engaging employers at all stages of the process, including planning, program design, and placement, to address talent shortages and develop a strong workforce pipeline.

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- American Job Center (AJC) Transformation: Contributing to the transformation of American Job Centers, as envisioned in the state plan, through increased visibility, better coordination with WIOA partners, and improved outreach to businesses.
- Addressing Economic Trends: Developing programs and initiatives that proactively address the implications of changing economic trends such as the gig economy, remote work, and the impact of Artificial Intelligence (AI).

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4. Fostering strong partnerships and collaboration

- Working closely with the WDC and other state agencies, OWDB utilizes its private sector council members, which can help bridge connections to private industries.
- OWDB collaborates with other stakeholders, including:
 - Educational Institutions: To align the curriculum with employer needs.
 - Community organizations: To provide support services to job seekers.
 - Economic Development Agencies: To create a holistic approach to workforce and economic growth.

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5. Monitoring and evaluation for continuous improvement

- OWDB establishes clear performance metrics to measure its progress towards achieving local goals and contributing to state priorities.
- Including tracking outcomes related to job placements, wages earned, and the impact on priority populations.
- Data collection and reporting are essential for making informed decisions and ensuring accountability.

By aligning goals, strategies, programs, and projects with the priorities outlined in the state plan, OWDB plays a crucial role in building a skilled and adaptable workforce that meets the needs of both employers and job seekers, thereby contributing to the state's overall economic well-being.

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High Performing Board Requirements

1.4 20 CFR 679.560(b)(17): High Performing Board

Describe the local board's goals, strategies, programs, and projects as they apply to becoming or remaining a high performing board consistent with the two resources below:

1. In [Building a High-Performing State Workforce Board: A Framework and Strategies for States](#), the National Governor's Association describes a high-performing state workforce board as one that provides leadership to the entire education and workforce system to create sustainable change including three key roles:
 - a. Communicate the Vision for the workforce system;
 - b. Model and manage Strategic Partnerships that achieve the vision; and
 - c. Use data and accountability systems to Keep the System Accountable to the vision.
 - d. These are not exclusive to state workforce boards.

4-2. In [A Call to Action for Workforce Development Boards](#), the United States Department of Labor outlines four strategic roles that all high-performing boards will play:

- a. Strategist: Understanding trends, setting the collective vision.
- b. Convener: Bring partners together, align services and vision.
- c. Manager: Design and manage customer-centered service delivery.

Commented [CK4]: Where does this go? Does this link need to be updated?

d. Optimizer: Use data to drive decisions, continuous improvement.

1.4 OWDB As a High Performing Board

OWDB Roles:

OWDB supports Business Services, Sector Partnerships, Career Pathways, and Work-Based Learning.

OWDB and its committees, along with its collaborative partnerships, support efforts to become and remain a high-performing workforce board. The following activities will be a prime focus in PY2024 through PY2027:

- **Data-Driven Planning and Performance Management:** OWDB will continue to enhance its workforce service delivery by developing efficient, effective service delivery plans and improving performance management and monitoring. The goal is for programs to be consistently outcome-driven, with established benchmarks developed through data and program analysis, which can be shared with partners who provide services within the core programs. These efforts will include analyzing local and regional economic conditions to provide sector- and career-pathway services proactively.
- **High-Performing Business Engagement Strategies:** OWDB will support business services, sector partnerships, career pathways, and work-based learning by continuing to develop and maintain a high-performing BST. Activities will include convening, brokering, and leveraging support among stakeholders, including local businesses, to facilitate workforce development activities.
- **Planning and Coordination Functions:** Both community partners and employers have actively requested OWDB to be a convening leader in advancing solutions that address systemic racial employment disparities and challenges of the City and County of Honolulu. Through conversation, partnership, and advocacy, OWDB will strive to establish a more intentional community presence, incrementally asserting its strategic role and establishing credibility as a thought leader and practitioner on matters aligned with WIOA's mission.
- **Board and Committee Engagement:** OWDB Committee meetings will include specific topics to solicit discussion and advance strategies that support business services, Sector Partnerships, Career Pathways, and Work-Based Learning. Board and Committee members will be asked to help and provide work-based learning opportunities, including Registered Apprenticeships. They will also serve to provide information on current job and skill needs and collaborate with networks to communicate the benefits of the workforce development system.
- **Innovative, Evidence-Based Best Practices:** OWDB engages with national, state, regional, and local associations, collaboratives, and initiatives in a variety of focus areas, including reentry and youth opportunities. OWDB will evaluate evidence-based service delivery models and program designs, and implement those that advance the mission, values, and goals, as well as the economic self-sufficiency of individuals and the economic growth of employers.
- **OWDB Participation:** OWDB seeks to maintain a balanced membership that represents the interests of the City and County of Honolulu and submits an updated Board roster to the WDC for certification every two years. Board vacancies are communicated to WDC in between certification periods, and new member information is provided when the seat is filled. OWDB's By-Laws establish that Board members are appointed to four-year terms. Those terms are staggered to ensure continuity of operations and leadership.

Annually, OWDB staff formally notify the Board Chair of upcoming terms and work with the CLEO to ensure that reappointments or new appointments are made promptly. If a Board member chooses to resign from the Board, a formal letter of resignation is requested. The vacancy is communicated to the CLEO, along with relevant information regarding the seat, including whether it is a private sector or mandated partner position. OWDB utilizes labor market information and considers local industry demands to support the appropriate mix of sectors on the Board. OWDB complies with WIOA requirements by routinely tracking board membership to ensure private sector business representation is always at or above 51%. Board opportunities are marketed to individual employers, Industry Advisory Boards, industry associations, local and regional economic development agencies, Business Improvement Districts, Chambers of Commerce, and other business organizations. Most vacancies are filled quickly due to OWDB's close working relationship with the business community.

Commented [CK5]: CLEO: Chief Local Elected Official (Mayor/Designee)

Section 2: Data and Analysis

It is expected that Section 2 include both data and relevant analysis for each local area. Further, it is expected that Questions 2.1 – 2.3 will be a collaborative effort between the local workforce development board and the Research Office at the Department of Labor and Industrial Relations.

Please answer the questions in Section 2 in six (6) pages or less. Provide a response for all items identified. Please limit the inclusion of tables and charts to those that are critical to your analysis. Reports and/or expanded analysis can be included as links and/or attachments.

Economic and Workforce Analysis – Part 1 Overall Requirements

2.1 20 CFR 679.560(a)(1)(i): Economic Analysis – Part 1 Overall

Provide an analysis of the economic conditions in the local area.

2.1 Economic Conditions of City & County of Honolulu

- As of 2024 the Honolulu county’s population increased by 1.2% since 2019, growing by 11,889. Population in projected to increase by 0.5% between the years 2024 and 2029, adding 5,151.
- As of 2024 the Honolulu county’s population increased by 1.2% since 2019, growing by 11,889. Population in projected to increase by 0.5% between the years 2024 and 2029, adding 5,151.

Economic and Workforce Analysis – Part 2 In-Demand Industries Requirements

2.2 20 CFR 679.560(a)(1)(i): Economic Analysis – Part 2 In-Demand Industries

Describe existing and emerging in-demand industry sectors and occupations in the local area.

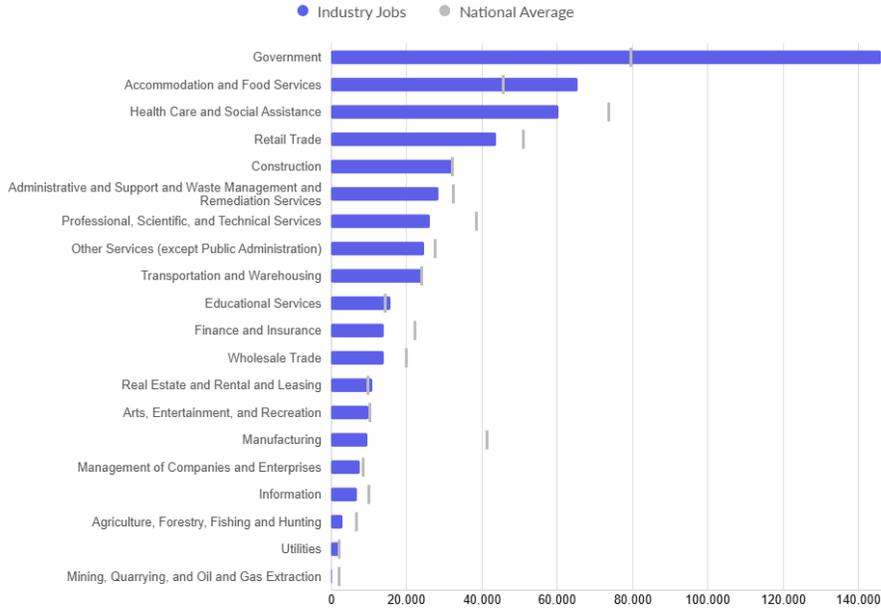
2.2 In-Demand Industries – O’ahu

The following chart and table show the current largest existing industries on O’ahu and the emerging industries respectively.¹² O’ahu’s five largest existing industries were government, accommodation and food services, health care and social assistance, retail trade, and construction. Other large industries on O’ahu include administrative and support and waste management and remediation services, professional, scientific, and technical services, and transportation and warehousing. Honolulu greatly exceeds the national average for both Government and Accommodation and Food Services industries. The “2024-2028 Change” columns utilize a Lightcast proprietary algorithm to calculate job change over time, while the “Expected Change” column pertains to what economists predict will occur for the job in each industry. The data included below is anticipated to change by the time this plan is updated in 2026.

¹Lightcast 2024.3, “Economic Overview, Honolulu County, 2024.”

² Lightcast 2024.3, “Industry Table, Honolulu County, 2024 to 2028”

Largest Industries



Description	2024 Jobs	2028 Jobs	2024 - 2028 Change	2024 - 2028 % Change	Expected Change
Accommodation and Food Services	65,616	71,116	5,500	8%	3,398
Health Care and Social Assistance	60,372	64,380	4,008	7%	4,605
Government	146,087	150,001	3,914	3%	3,154
Transportation and Warehousing	24,463	26,126	1,663	7%	1,829
Construction	32,289	33,819	1,530	5%	1,521
Arts, Entertainment, and Recreation	8,381	9,279	898	11%	556
Professional, Scientific, and Technical Services	21,794	22,587	793	4%	1,626

Employment Needs Requirements

2.3 20 CFR 679.560(a)(1)(ii): Employment Needs of Employers

Describe employment needs of employers in the local area in existing and emerging in-demand industry sectors occupations described in 2.1.B.

2.3 Employer Needs Analysis

The Job postings data shows insight into the needs of employers based on what jobs are being posted, the intensity of total v. unique and the posting duration.³

Top Posted Occupations

Occupation (SOC)	Total/Unique (Jul 2024 - Jun 2025)	Posting Intensity	Median Posting Duration
Retail Salespersons	16,109 / 4,578	4 : 1	30 days
Registered Nurses	13,173 / 3,883	3 : 1	23 days
Customer Service Representatives	9,914 / 2,855	3 : 1	25 days
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	5,379 / 2,157	2 : 1	25 days
First-Line Supervisors of Retail Sales Workers	6,381 / 2,056	3 : 1	30 days
Computer Occupations, All Other	3,777 / 1,872	2 : 1	25 days
Security Guards	7,266 / 1,752	4 : 1	27 days
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	6,243 / 1,708	4 : 1	32 days
Laborers and Freight, Stock, and Material Movers, Hand	5,260 / 1,658	3 : 1	30 days
Software Developers	2,679 / 1,601	2 : 1	24 days

Knowledge and Skill Requirement

2.4 20 CFR 679.560(a)(2): Knowledge and Skill Requirements

A. Provide an analysis of the knowledge and skills needed to meet the employment needs of the employers in the local area; and
 B. Describe specific knowledge and skill requirements needed to meet the employment needs of the employers in in-demand industry sectors and occupations.

2.4 A. Local Area Knowledge & Skills Needs

Within the unique job posting data available its shown that close to half of current job postings have no required education listed or needed expirience listed. However there are many in demand skills on the

³ Lightcast 2024.3, "Job Posting Analytics, Honolulu County, July 2024 – June 2025."

rise, the chart compares the frequency of skills present in job postings against the skills present in today's workforce.⁴⁵⁶

Experience Breakdown

Minimum Experience	Unique Postings	% of Total
No Experience Listed	65,360	52%
0 - 1 Years	21,615	17%
2 - 3 Years	19,202	15%
4 - 6 Years	12,544	10%
7 - 9 Years	3,725	3%
10+ Years	3,629	3%

Education Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	58,791	47%
High school or GED	32,137	25%
Associate's degree	8,491	7%
Bachelor's degree	33,532	27%
Master's degree	10,222	8%
Ph.D. or professional degree	3,343	3%

⁴ Lightcast 2024.3, "Job Posting Analytics, Experience, Honolulu County, July 2024 – June 2025."

⁵ Lightcast 2024.3, "Job Posting Analytics, Education Listed, Honolulu County, July 2024 – June 2025."

⁶ Lightcast 2024.3, "Job Posting Analytics, Specialized Skills, Honolulu County, July 2024 – June 2025."

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Project Management	8,748	7%	18,682	7%	+19.8%	Rapidly Growing
Merchandising	7,231	6%	4,913	2%	+15.0%	Growing
Marketing	6,908	5%	19,593	7%	+23.0%	Rapidly Growing
Auditing	6,245	5%	5,205	2%	+21.8%	Rapidly Growing
Accounting	5,839	5%	7,171	3%	+24.0%	Rapidly Growing
Selling Techniques	5,383	4%	3,465	1%	-1.2%	Lagging
Restaurant Operation	4,698	4%	3,176	1%	+28.0%	Rapidly Growing
Nursing	4,467	4%	1,868	1%	+20.1%	Rapidly Growing
Data Entry	4,422	4%	4,039	2%	+2.6%	Lagging
Warehousing	4,322	3%	2,489	1%	+13.0%	Growing

³Lightcast 2024.3, "Job-Posting Analytics, Experience, Honolulu County, July 2024 – June 2025."

⁴Lightcast 2024.3, "Job-Posting Analytics, Education Listed, Honolulu County, July 2024 – June 2025."

⁵Lightcast 2024.3, "Job-Posting Analytics, Specialized Skills, Honolulu County, July 2024 – June 2025."

2.4 B In-Demand Industry Needs

With one of the top industries and still emerging industries being the Healthcare industry is emphasized by the amount of specialized certifications noted for qualifying positions.

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Top Qualifications

Qualification	Postings with Qualification
Valid Driver's License	17,740
Basic Life Support (BLS) Certification	4,165
Registered Nurse (RN)	3,865
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	3,547
Security Clearance	3,234
Cardiopulmonary Resuscitation (CPR) Certification	2,811
Secret Clearance	2,608
First Aid Certification	1,913
Teaching Certificate	1,331
Certified Nursing Assistant (CNA)	1,304

Workforce Analysis Requirements

2.5 20 CFR 679.560(a)(3): Workforce Analysis

- A.** Provide an analysis of the local workforce, including current labor force employment and unemployment data;

- B. Provide information on local labor market trends; and
- C. Describe the educational and skill levels of the local workforce including individuals with barriers to employment.

2.5 A City & County of Honolulu Workforce Data



From the snapshot above⁷ it can be seen that the total population is 986,329 with a total of 754,311 for the working age population. It should be noted that although Oahu’s overall population has increased the working age population has decreased since the previous Local Plan that was completed in 2020.

For instance, Oahu’s 2019 population recorded in the 2020 Local Plan was 982,279 with a working age population of 805,651. This shows while Oahu’s population has gained 4,050 people in general population, it has subsequently lost 51,340 members of its working age population.

In addition to the decrease in Oahu’s overall working age population, attention must be given to the large number of working-age individuals who are not participating in the local area labor force, accounting for approximately 40% of the total.

Under WIOA, it is critical that workforce development initiatives on Oahu make a greater effort to engage those who are not in the labor force by helping these individuals obtain job training or job placement as well as the necessary supportive services to ensure their success. It will be important for workforce programs to better understand the demographics of individuals who are not currently in the labor force to determine their workforce needs and conduct outreach.

⁷ [Lightcast 2024.3, “Economy Overview, Honolulu County, 2024.”](#)

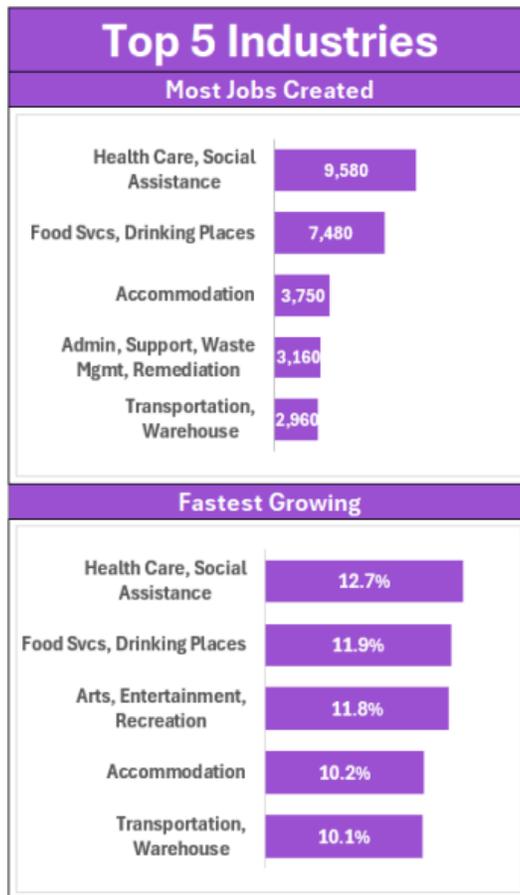
2.5 B City & County Local Labor Market Trends

Hawai’i’s total employment is projected to grow by 6.1% over the next decade, increasing from 671,010 jobs in 2022 to 712,200 by 2032 — an addition of 41,190 jobs. Each year, the state is expected to see approximately 83,050 job openings. These openings will primarily result from workers changing jobs (55%)

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⁷ [Lightcast 2024.3, “Economy Overview, Honolulu County, 2024.”](#)

and exiting the labor force (40%), while just 5% will stem from actual job growth. This breakdown highlights the importance of workforce replacement and job mobility in the state's labor market.



Top Growing Industries:

- Health care and social assistance is forecast to be the fastest-growing and largest contributor to job creation, accounting for nearly one-quarter of all new positions.
- The sector is projected to grow by 12.7%, with particularly strong demand in social assistance services.
- The food services and drinking places industry will follow closely, with an 11.9% growth rate, driven by Hawai'i's strong hospitality sector.
- The accommodation industry is also forecast to increase by 10.2%, while creating 3,750 positions.
- The self-employed sector, bolstered by the post-pandemic gig economy, is expected to reach 58,150 workers by 2032.

In contrast, government and retail trade employment are projected to decline, influenced by federal policies and continuing shift toward e-commerce.⁸

10 Largest Industries in 2032				
Industry	Employment		Growth (2022-2032)	
	2022	2032	Number	Percent
Total All Industries	671,010	712,200	41,190	6.1%
Health Care, Social Assistance	75,630	85,210	9,580	12.7%
Government*	73,850	73,620	(230)	-0.3%
Food Svcs, Drinking Places	62,930	70,410	7,480	11.9%
Retail Trade	64,360	63,230	(1,130)	-1.8%
Self Employed	54,190	58,150	3,960	7.3%
Education*	54,530	57,000	2,470	4.5%
Accommodation	36,590	40,330	3,750	10.2%
Admin, Support, Waste Mgmt, Remediation	36,580	39,740	3,160	8.7%
Construction	36,750	38,200	1,450	3.9%
Transportation, Warehouse	29,190	32,140	2,960	10.1%

* State DOE and UH employees included in Education not Government

[DLIR new release 07-2025](#)

2.5 C Educational & Skills Levels of Local Workforce

Educational and Skill levels needed for the local workforce can be seen in the above charts (2.4 A)

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Priority Populations and Communities Requirements

2.6 Priority Populations and Communities

⁸ [DLIR new release 07-2025](#)

- A. Based on the Economic and Workforce Analysis, the local area’s demographic data, and the local board’s understanding of local underserved populations and communities, identify and describe the populations and communities that will be prioritized for services in the local area.
- B. Based on this analysis, describe the local investment strategy toward Priority Populations.

2.6 A Identification of Priority Populations and Communities

1. Adult Program Participants: This program serves unemployed or underemployed adults aged 18 and over, particularly those who are low-income or receive public assistance. Services include career counseling, case management, employment support, and training opportunities.
2. Dislocated Worker Program Participants: Individuals who have lost their jobs due to business closures or downsizing are eligible for retraining and reemployment services. There is no income requirement for this program. Eligibility includes those unlikely to return to their previous job or industry, those laid off or notified of layoff, formerly self-employed individuals unemployed due to economic conditions or natural disaster, and homemakers no longer supported by a family member’s income.
3. Youth Program Participants: This program focuses on young people aged 14-24 who face barriers to employment. Services include career counseling, tutoring, paid work experience, occupational skills training, leadership development, and support for obtaining a high school diploma or equivalent. Examples of barriers include being deficient in basic literacy skills, being a school dropout, homelessness, being pregnant or a parent, an offender, a runaway, or a foster child. Males over 18 must be registered for Military Selective Service.
4. Individuals with Barriers to Employment: WIOA also prioritizes services for vulnerable populations facing employment barriers, such as homeless individuals and Native Hawaiians. Individuals with disabilities are also included. Additional individuals with barriers to employment may include displaced homemakers, low-income individuals, Indians, Alaska Natives, individuals with disabilities, older individuals, ex-offenders, homeless individuals, youth who are in or have aged out of the foster care system, individuals who are English learners or have low literacy levels, eligible migrant seasonal farmworkers, individuals nearing the end of their TANF eligibility, single parents, and long-term unemployed individuals.

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2.6 B Investment Strategy Toward Priority Populations

The Workforce Innovation and Opportunity Act (WIOA) places a strong emphasis on serving specific priority populations to ensure they receive the support needed to succeed in the labor market.

A breakdown of the key elements of WIOA's priority population strategy

- Veterans and Eligible Spouses: WIOA mandates priority of service for veterans and eligible spouses across all Department of Labor-funded employment programs, including WIOA programs.

- Recipients of Public Assistance: Individuals receiving public assistance are among the key priority populations, receiving priority for individualized career services and training services funded by WIOA Adult funds.
- Other Low-Income Individuals: WIOA also prioritizes other individuals who meet low-income definitions for services and supports under the Act.
- Individuals Who Are Basic Skills Deficient: Individuals identified as basic skills deficient are also prioritized, aiming to equip them with foundational skills for employment success.
- Individuals with Disabilities: WIOA aims to improve employment outcomes for individuals with disabilities, ensuring they have access to services and pathways to employment.
- Out-of-School Youth: A significant portion of WIOA Youth program funds (a minimum of 75%) must be spent on out-of-school youth. This focus is crucial for addressing barriers to education, training, and employment for young people.

Key Definition

In-Demand: WIOA section 3(23) defines “in-demand industry sector or occupation” as, an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information.

Section 3: Alignment and Improvement

It is expected that Section 3 responses will be based on strategic discussions with the local board, partners in the local area, and business and industry leaders.

Please answer the questions in Section 3 in four (4) pages or less. Provide a response for all items identified. Reports and/or expanded analysis can be included as links and/or attachments.

Prior to plan submission, please ensure:

- The local board has reviewed and approved the plan;
- The board chair and the chief elected official have signed the signature page, and the original must be submitted to the Workforce Development Council by mail at:
 - Workforce Development Council
 - 830 Punchbowl Street, Room 417
 - Honolulu, HI 96813
 -
 - _OR_
- An E-signed copy sent with the plan;
- The submitted plan uses the structure and format provided;
- The plan is one continuous and searchable PDF document that includes all attachments OR a Word document and attachments;
- Responses to all questions are accurate and concise;
- A table of contents with page numbers is included and each page of the plan is numbered; and
- Text typed with a font size of 11 and no greater than 14 points.

Process of Local Plan Submission [WIOA, Pub. L. No. 113-128, Sec. 108(d) and (e)]:

PROCESS—Prior to the date on which the local board submits a local plan, the local board shall—

- (1) make available copies of a proposed local plan to the public through electronic and other means, such as public hearings and local news media;
- (2) Allow no fewer than 14 days and no more than 30 days for comments to the local board on the proposed local plan by members of the public, including representatives of business, representatives of labor organizations, and representatives of education, and
- (3) include with the local plan any such comments that represent disagreement with the plan.

PLAN SUBMISSION AND APPROVAL—A submitted local plan (including a modification) shall be considered to be conditionally approved by the end of the 90-day period; unless a written determination during the 90-day period that—

- (1) deficiencies in activities carried out under this subtitle or subtitle B have been identified, through audits conducted under WIOA Sec. 184 or otherwise, and the local area has not made acceptable progress in implementing corrective measures to address the deficiencies;
- (2) the plan does not comply with the applicable provisions of WIOA; or
- (3) the plan does not align with the State plan, including failing to provide for alignment of the core programs to support the strategy identified in the State plan in accordance with WIOA Sec. 102(b)(1)(E).

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Important References

Hawaii Unified State Plan: <http://labor.hawaii.gov/wdc/reports/>

WIOA PUBLIC LAW 113-128: <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

WIOA Definitions: <https://labor.hawaii.gov/wdc/files/2013/01/Local-Plan-Definitions-061715.pdf>

Strategic Partnership and Alignment Requirements

3.1 20 CFR 679.560(b)(1)(i): Local Area Programs and Partners

Identify the programs, partners, and providers that are included in the local area's workforce development system.

3.1 Local Area Programs and Partners

WIOA Adult Program
WIOA Dislocated Worker Program
WIOA Youth Program
Department of Vocational Rehabilitation
YouthBuild
Adult Education
Wagner-Peyser
Alu Like
Senior Community Services Employment Program
Carl D. Perkins Career and Technical Education Act of 2006
Jobs for Veterans State Grants
Community Service Block Grant
Department of Housing and Urban Development
Unemployment Compensation
Migrant and Seasonal Farm Workers
Temporary Assistance for Needy Families
Second Chance Act of 2007

Local Area Alignment Strategies Requirements

3.2 20 CFR 679.560(a)(6): Local Area Program Alignment Strategies

Considering the analysis in Section 2, describe the local board's strategy to align with the Workforce Development Council and resources identified in 3.3 to achieve the strategic vision and goals of the local board.

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3.2 OWDB Strategic Planning

- **Strategic Planning and Vision Alignment:**
 - Developing a strategic plan with measurable goals to meet the area's workforce needs, including serving vulnerable populations and those facing employment barriers.

- Aligning local goals and strategies with the broader Workforce Development Council's vision to prepare a skilled workforce and meet employer needs.
- **Collaboration and Partnerships:**
 - Engaging in regional and local planning efforts alongside other local boards and economic development networks to develop and implement sustainability strategies.
 - Actively engaging various stakeholders, including employers from priority industry sectors, labor organizations, education partners (K-12, adult education, community colleges), and community-based organizations serving target populations.
 - Leveraging or combining public and private funding resources by collaborating with partners such as labor, education, corrections, social services, and economic development programs.
- **Targeted Resource Allocation and Program Development:**
 - Prioritizing the increase of worker skills and competencies, and the development and use of career pathways connecting skills to jobs, offering economic security.
 - Developing programs that create a highly skilled and prepared workforce, contributing to the economic growth of the state.
 - Addressing the needs of specific populations facing employment barriers through tailored programs and initiatives.
 - Developing strategies to integrate training and education, enabling skilled job seekers to enter growth industries.
 - Engaging employers to address talent shortages within industries.
- **Employer Engagement and Service Delivery:**
 - Establishing high-functioning business services teams within the local area to conduct outreach, educate, and provide beneficial services to employers and job seekers.
 - Creating educational materials to increase employer awareness of workforce development initiatives.
 - Collaborating with business organizations like the Chamber of Commerce to engage small and medium-sized businesses in workforce development efforts.
- **Continuous Improvement and Accountability:**
 - Maintaining a dynamic and living Local Plan, updating it as economic conditions and needs change.
 - Developing strategies and efficiencies for continuous improvement of the workforce system and focusing on customer service excellence.

The WDC committees ensure accountability and representation for constituent stakeholders, serving as "think tanks" to analyze, innovate, and implement strategic goals.

Education Coordination Requirements

3.3 20 CFR 679.560(b)(1)(ii) and (b)(9): Coordination with Education

Building off the response in 3.2, describe how the local board will coordinate relevant secondary and postsecondary education programs and activities in the local area including Career and Technical Education (CTE) [PROGRAMS OF STUDY](#) to coordinate strategies, enhance services, and avoid duplication of services.

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3.3 OWDB Education Program Coordination

The local board plays a crucial role in coordinating secondary and postsecondary education programs and activities, including Career and Technical Education (CTE) Programs of Study, to maximize effectiveness, enhance student services, and minimize redundancy. This coordination involves various strategies and partnerships:

1. Regular communication and collaboration
 - OWB regularly engages with representatives from secondary and postsecondary institutions, including community colleges.
 - These meetings facilitate open discussions about curriculum alignment, program offerings, student needs, and workforce demands.
 - Formal agreements, such as Memorandum of Understanding (MOUs), can be established to solidify a shared understanding and commitments among partners.
2. Shared vision and strategic planning
 - OWDB works with educational partners to develop a unified vision for career pathways that aligns with local and regional workforce needs.
 - Including identifying in-demand sectors and developing CTE Programs of Study that provide students with the necessary academic, technical, and employability skills for success in those fields.
 - Data-driven decision-making, which utilizes labor market data and student outcome data, is crucial for informed planning and program development.
3. Leveraging partnerships and resources
 - Strategies to connect education with industry, ensuring curriculum relevance.
 - Industry professionals contribute expertise, advise on skill needs, provide work-based learning opportunities, and even donate resources to enhance CTE programs.
 - Explore collaborations with other workforce development agencies, community-based organizations, and human service providers to address the diverse needs of students.
4. Avoiding duplication of services
 - By fostering regular communication and a shared understanding of program offerings, OWDB can identify potential overlaps and redundancies in secondary and postsecondary education.
 - Promoting dual enrollment programs allows students to earn both high school and college credits, potentially reducing the need for students to take the same coursework at different levels.
 - Coordinated advising and support services can guide students toward the most suitable educational and career pathways, preventing them from enrolling in programs that may not align with their goals or needs.
 - Collaborative efforts in areas such as student placement assessments can ensure that students are accurately placed in courses and receive the appropriate support without unnecessary repetition.

By implementing these strategies, OWDB can foster a strong and cohesive educational system that effectively prepares students for in-demand careers while optimizing resource allocation and preventing duplication of effort.

Adult Education & Literacy Coordination

3.4 20 CFR 679.560(b)(12): Coordination with Adult Education and Literacy

Describe how the local board will coordinate WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II. Include how the local board will carry out the review of local applications submitted under Title II consistent with 20 CFR 679.370(n).

3.4 WIOA Title II Education & Literacy Activities

OWDB has developed many successful relationships with area adult education providers offering Title II services. OWDB leads this network of partners in enhancing services aligned with the provision of WIOA. Collaboratively, they strive to combine resources and examine labor market data and industry research to determine skills needed in the workforce. Moreover, they develop strategies that address fundamental skill deficiencies, which are significant in the City and County of Honolulu and constrain labor market development. A representative from the Division of Vocational Rehabilitation (DVR) holds a seat on the board. The input of education partners provides a broad view of their mission and an understanding of the challenges they face. Their participation also enables OWDB staff to have access to education administrators within those institutions for planning, program/client management, grant collaboration, and continuous improvement strategies. As reflective of WIOA Title II requirements, these second-tier relationships promote a better alignment of services and a connection between clients and work-related training and education.

Subsequent opportunities for adult education collaboration include OWDB's One-Stop Operator, which includes education partners. Waipahu and McKinley School for Adults provides Adult Basic Education and English Language Learning (ELL) Programs. These services, open to the public, are readily available to eligible WIOA program clients. OWDB also maintains a service provider list, inclusive of programs authorized by Title II. All providers must demonstrate innovative, student-centered, and outcome-focused services as well as offer individualized and classroom instruction in a variety of subject areas; and/or offer instruction that meets the needs of English Language Learners (ELL). They must also use academic, career, and personal assessments of students as part of educational and career counseling. These services are interconnected through the AJCs and program service providers. OWDB utilizes these relationships to further link adult learners through bridge programs into career pathways that offer jobs or postsecondary credentials.

3.4 Leverage Strategies

- A. Identify the sources of current leverage funds outside of WIOA Title I funding and state general funds to support the workforce development system in the local area.
- B. Describe how this leveraged funding will impact the local system.
- C.

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3.4 A. Leverage Funds and Funding Strategies

The Workforce Innovation and Opportunity Act (WIOA) allows for the use of "leveraged funds" which are defined as all resources utilized to support WIOA grant activities and outcomes, regardless of whether they meet the standards for allowable match funding. In Honolulu, these leveraged funds come from various sources and support a range of activities.

- Training: This can encompass various forms of instruction, including occupational skills training, basic skills preparation, and pre-apprenticeship programs.
- Tuition grants: Financial assistance provided to individuals for enrollment in training or educational programs.
- Other job readiness activities and services: This broad category includes services like career counseling, job clubs, and integrated education and training.
- Grants or matching funds for certification fees: Financial assistance to cover the cost of obtaining industry-recognized certifications.

- Grants for tools or other required job-specific supplies: Funds to help individuals acquire the necessary equipment for their chosen occupation.
- Donated supplies, personnel services, equipment, or space: In-kind contributions from third parties that support WIOA-funded programs.

Federal Pell Grants: These grants provide need-based financial aid to eligible undergraduate students, which can be leveraged to support WIOA participants' training and education.

3.5 B Impacts of Leveraged Funding

Leveraged funding plays a crucial role in enhancing the reach and effectiveness of the Workforce Innovation and Opportunity Act (WIOA) programs in Honolulu.

- Expands Program Reach: Leveraging allows WIOA funds to stretch further, enabling more individuals to participate in training and employment services than would be possible with WIOA funds alone.
- Fosters Strategic Partnerships: WIOA encourages strong partnerships with educational institutions, businesses, and community organizations. Leveraged funding can support the activities of these partnerships, leading to more comprehensive and aligned workforce development efforts.
- Creates Integrated Service Delivery: Leveraging helps integrate WIOA programs with other initiatives and funding streams, such as those related to vocational rehabilitation, adult education, and welfare-to-work programs.
- Addresses Specific Needs: Through leveraged funding, WIOA can target resources towards specific workforce needs in Honolulu, like supporting dislocated workers and youth facing employment barriers.
- Maximizes Co-Enrollment: Leveraging allows for co-enrollment in multiple programs, like WIOA and YouthBuild, ensuring participants receive a wider range of support to achieve their educational and employment goals.
- Enhances Employer Engagement: WIOA programs, boosted by leveraged funding, offer resources to businesses for recruiting, training, and retaining skilled workers, including programs supporting apprenticeships.

3.5 C.

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Sector Strategies Initiatives Requirements

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3.6 Next Generation Sector Strategies

- Identify and describe the strategy for any additional targeted sectors in the local area where the next generation sector model is not being used.
- Identify and describe each industry in the local area where a next generation sector partnership (as defined) is currently active. Include in the description, the rationale for each active next generation sector partnership and how it will align with industry consortia where appropriate.
- Identify and describe each industry in the local area where there will be an attempt to convene a new sector partnership within the timeframe of the local plan. Include in the description, the

rationale for each new next generation sector partnership and how it will align with industry consortia where appropriate.

3.6 A. Local Area Targeted Sectors

All industry sector partnerships launched in the City and County of Honolulu are launched under the Sector Partnership model. Presently, six sector partnerships have launched and are thriving. [Target Sectors reflect Sector Strategies and the list of Eligible Training Providers.](#)

Technology Industry Sector Partnership:

Since 2015, the focus has been on the Technology sector which comprises around 500 industries such as software publishing, data processing services, and electronic manufacturing.

By 2022, these companies employed 898 individuals and contributed to the local economy. Notably, the average annual wage in the local tech industry stands at \$80,000. Projections show an 8% employment growth rate for local tech companies between 2022 and 2028, compared to a 12% growth rate for outside industries. An anticipated demand for skilled workers will result in a total of 1,257 job openings. Recognizing the industries need for skilled workers, the workforce development and education community have identified the importance of collaborative efforts to strengthen the local talent. Workforce development, Education, and Economic Development entities recognize that supporting this vital industry presents an opportunity to boost the local economy and cultivate high-wage jobs in the area.

Food and Beverage Industry Sector Partnership:

Since 2016, a focus on the Culinary sector was also in effect. With over 1,000 companies in this sector, the collective workforce comprises 10,027 individuals, contributing to the local economy. This sector is anticipated to experience growth, adding 2,000 new jobs by 2030, representing a 20% increase exceeding the average growth rate across the next ten years, an estimated 6,557 replacement openings are expected, resulting in a total of 9,778 job openings. The average annual wage in the Culinary Sector was \$39,500, below the average wages of \$55,486 in other industries. The educational requirements for positions within the Food and Beverage Sector are relatively modest, with the majority of occupations requiring a high school diploma or less. Employers in the industry frequently face challenges in recruiting and retaining workers, despite the low educational barriers.

Construction Sector Partnership:

Since 2015, we have focused on the Construction sector, comprising over 1,000 companies. These companies employed over 7,487 individuals and contributed over \$2,000,000 to the economy.

While the construction industry is projected to grow at a slightly slower pace than the overall economy, with an expected 9% increase between 2020 and 2030, it still anticipates creating 904 new jobs. This growth rate is comparatively lower than the total increase expected across all other industries in the same period. In the next ten years, there will be 1,874 replacement openings, resulting in a total of 4,779 available positions. During the forecasted period, employment levels in the sector are expected to reach highs. The annual average wages in the Construction field are higher than the overall average for all industries, standing at over \$70,000 for journey-workers. Most entry-level positions in Construction require a high school diploma or less, making it a great opportunity for individuals seeking well-paying jobs with lower educational levels.

3.6 B Sector Partnership Industry Descriptions

Planned Industry Sector Partnerships during the 2024 – 2028 period include:

Expanding Healthcare Industry Sector Partnership: In response to a noticeable shortage of trained workers, the plan to fill the workforce and shortages of healthcare training providers through work-based training for incumbent workers.

Hospitality Sector Partnership: This sector is key in creating new career pathway in growing industries defined under hospitality

3.6 C. Description & Rationale for New Next Generation Sector Partnerships

The model serves as the foundation for shaping the efforts by coordinating and facilitating industry-led convenings with the support of community partners and building the WIOA ecosystem. This approach is designed to enhance our reach to enrich our participants and landing “good jobs”. OWDB actively engages in these partnerships.

Employer Engagement Requirements

3.7 20 CFR 679.560(b)(3)(i): Employer Engagement in Workforce Development

Describe the strategies and services that will be used in the local area to facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations.

3.7 OWDB Local Strategies for Employer Engagement

The Oahu Workforce Development Board focuses on Business Services, supporting businesses big or small. Business Services through HireNetHawaii offers posting job listings, customized recruitments, identified training needs and all workforce development needs. Utilizing the American Job Center and HireNetHawaii businesses can access job listings, referrals, on-the-job training program and work experience. The Business Services team, is strategically structured to enhance efficiency and minimize duplication in business services with the Core partners. The team collaborates to better serve the local business community. On-the-Job Training (OJT) operates as a business tool, with active participation from over five businesses in the county. Staff engage with new businesses, focusing on in-demand sectors, to encourage and support growth. Recognizing the potential for increased impact OWDB tag teams with many of the community partners in various communities across the county.

Strategies to Meet Business Needs Requirements

3.8 20 CFR 679.560(b)(3)(ii): Meeting the Needs of Businesses

Describe the strategies and services that will be used in the local area to support a workforce development system that meets the needs of businesses.

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3.8 OWDB Business Service Strategies

OWDB contracts with Work Hawaii to provide business services. Work Hawaii has a huge role in supporting OWDB and its initiatives, developing strategies, services, and delivering business services.

OWDB would like the business services team to be staffed from all the partners within the American Job Center and the Eco-System. Business Services is a responsibility that must be shared amongst the partners with a majority of services delivered by Work Hawaii.

Economic Development Coordination Requirements

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3.9 20 CFR 679.560(b)(3)(iii) and (b)(4): Coordination with Economic Development

Describe the strategies and services that will be used in the local area to better coordinate workforce development programs and economic development including the promotion of entrepreneurial skills training and microenterprise services.

3.9 OWDB Coordination Strategies & Services

OWDB and the partners work together to support new businesses in the county. The strategy to align economic and workforce development is a collaborative effort with all the required and mandated partners.

Linkages to Unemployment Insurance Requirements

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3.10 20 CFR 679.560(b)(3)(iv): Linkages to Unemployment Insurance

Describe the strategies and services that will be used in the local area to strengthen linkages between WDC (as defined) and unemployment insurance programs.

3.10 Local Area Strategies to Strengthen Linkage between WDC and Unemployment Insurance Programs

Although unemployment pays rent and has space at the American Job Center. They rarely utilize the American Job Center. OWDB would like unemployment to focus on having a larger presence at the center and contribute at the meetings.

Continuous Improvement

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Expanded Access to Services Requirements

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3.11 20 CFR 679.560(b)(2)(i): Expand Access to Services

Describe how the local board will work with entities (as defined) to expand access to employment, training, education, and supportive services for eligible individuals, particularly those with barriers to employment.

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3.11 Local Plans to Expand Services

OWDB plans to leave footprints and work collaboratively with Community Based Organizations (CBOs) in the county. By teaming with CBOs, OWDB would like to build a pipeline of partners within the County. OWDB is planning to spread out the WIOA funds to reach the targeted populations and build the WIOA eco-system.

Development of Career Pathways Requirements

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3.12 20 CFR 679.560(b)(2)(ii): Career Pathways

Describe how the local board will work with entities to facilitate development of career pathways.

3.12 OWDB Career Pathway Plans

OWDB plans to partner with the community and WIOA partners to develop new career pathways and build towards the future. Local Economists tend to identify the next generation of careers are yet to be developed. OWDB would like to be steps ahead and have a talented pipeline of workers when these positions rise.

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Facilitation of Co-Enrollment Efforts Requirement

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3.13 20 CFR 679.560(b)(2)(ii): Co-enrollment

Describe how the local board will work with entities such as (to facilitate co-enrollment)

3.13 OWDB Co-Enrollment Facilitation Efforts

All services delivered through the American Job Centers will be integrated. Co-enrollment of participants will occur to benefit the participant. Leveraging funding sources will be optimized to prevent duplication of resources, and ensure maximum efficiency. It is the practice to align the partner services to provide for enrollment of participants who seek multiple services. OWDB requires WIOA Title 1 Adult and Dislocated Worker participant enrollment at the point which identifies staff assisted services, primarily training and career services. Sub-recipients of WIOA funds shall collaborate to integrate services, ensuring alignment and coordination across programs.

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Post-Secondary Credentialing Requirements

3.14 20 CFR 679.560(b)(2)(iii): Improve Access to Postsecondary Credentials

Describe how the local board will work with entities in (as defined) to improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).

3.14 Improved Access to Post-Secondary Credentials

Access to training services is through the American Job Center. WIOA is not an entitlement and a justification is needed for services. The participants who are certain that training services aligns with their IEP, typically enrolled in WIOA Title 1. The participants who are interested in employment are provided with job search and or career services. All funded training programs must end in an industry-recognized credential and have employment demand.

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Continuous Improvement of Eligible Providers Requirement

3.15 20 CFR 679.560(b)(5)(i): Continuous Improvement of Eligible Providers

Describe how the local board will ensure the continuous improvement of eligible providers through WorkSource and that such providers will meet the employment needs of employers, workers, and job seekers in the local area.

3.15 OWDB Eligible Provider Improvement Plans

The local boards oversees the State Eligible Training Provider List by vetting all interested training providers. In the City and County of Honolulu OWDB is planning to have a 100% local Eligible Training Provider List. This will encourage the training providers to have office hours and linkage to the jobs in the community [with emphasis on training focused on in-demand industries](#). OWDB plans for all training providers to have links to the business in that occupation and areas of service. OWDB is also planning to partner with all of the community colleges in the local area.

Technology-Enabled Intake Requirements

3.16 20 CFR 679.560(b)(20): Intake and Case Management

Describe how the American Job Centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA.

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3.16 OWDB Integrated Technology-Enabled Intake Plans

OWDB is planning on an all electronic intake process. Currently the State implements HireNetHawaii through Geosol [to meet USDOL reporting requirements](#). OWDB would like to continue using HireNet but also dab in other platforms that may assist in intake, and possibly a phone app.

Key Definitions

Capture the new definition (maybe a link if it gets posted online).

Other Workforce Programs: These represent the entire workforce system. Examples are ... An expanded reference list may be found in Attachment A – Required One-Stop Partner Programs, Services, and Activities of Oahu's Memorandum of Understanding and Cost Sharing Policy.

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Next Generation Sector Partnership: [Next Generation Sector Partnerships](#) are partnerships of businesses, from the same industry and in a shared labor market region, who work with education, workforce development, economic development and community organizations to address the workforce and other competitiveness needs of the targeted industry. Next Gen Sector Partnerships are

Industry-Driven, Community-Supported, and Sustainable over time. Next Gen Sector Partnerships are active all over the country.

Employer Services Strategies: May include the implementation of incumbent worker training programs, on-the-job training programs, work-based learning programs, apprenticeship models, customized training programs, or utilization of effective business intermediaries and other business services and strategies in the local area.

Section 4: Services and Activities

Please answer the questions in Section 4 in five (5) pages or less. Provide a response for all items identified. Reports and/or expanded analysis can be included as attachments.

Available Workforce Development Activities Requirements

4.1 20 CFR 679.560(a)(4): Workforce Development Activities – Part 1 Adults

- A. Provide an analysis of workforce development activities for adults in the local area including education and training and including individuals with barriers to employment;
- B. Describe specific strengths and weaknesses of these adult workforce development activities in the local area to address the education and skill needs of the workforce and the employment needs of employers;
- C. Describe the capacity to provide these adult workforce development activities in the local area to address the education and skill needs of the workforce and the employment needs of employers;
- D. Identify successful models and best practices in the local area for adult workforce development activities.

4.1 A Workforce Development Activities Analysis

Through a strong partnership with WorkHawaii we have developed a comprehensive range of services for both businesses and jobseekers. These programs, available at the American Job Center, are accessible to the general population and specifically designed to address the needs of targeted populations, including veterans, homeless individuals, SNAP recipients, senior workers, and young adults. The spread of services include workshops for job search skills, access to training services, career navigation, and individualized career services. The staff at the American Job Center are updated with industries and job search trends to provide reliable and timely assistance. OWDB teams with with public and private training entities to serve the county and to prioritize skills training, as identified by industry, and is available to the community. OWDB assists new training providers with the Eligible Training Provider List (ETP) application, which ensures that participants in need of WIOA supported training have access to all available training options. The American Job Center is building an On-the-Job Training (OJT) program. The OJT program provides jobseekers with an opportunity to become employed and learn new skills while being paid. For employers, the OJT program provides a reimbursement of up to 50% of the hourly wage to off-set the extraordinary costs associated with providing the training. Training funds allocated by OWDB for Individual Training Accounts, On-the-Job Training, and Customized Training for Businesses are strategically directed towards industries with the highest employment demand and career pathways to higher-wage jobs. As a result, a majority of training funds are used to educate participants in the healthcare, transportation, and construction industries.

4.1 B Adult Workforce Development SWOT

The number one strength of the adult and dislocated worker services are the aligned partnerships throughout the county. These efforts, leverages resources to better serve the community. Participants have utilized training and supportive service funds through Adult, Dislocated Worker, and Youth programs. A primary challenge faced on Oahu is the shortage of quality training providers and the timely

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input of data into the PIRL. [Collaboration efforts should extend beyond limited partnerships. The level of service provider engagement should highlight workflows, performance metrics and opportunities for extended relationship building.](#)

4.1 C [OWDB Capacity](#)

The capacity is limited. Other than healthcare and the community colleges not many private businesses are added to the ETP. Reimbursements sometimes takes months after an invoice is submitted. The county currently has one comprehensive American Job Center which is located in Downtown, Honolulu. Participants can sometimes be on the bus for 1-2 hours each way to attend the Center. OWDB is hoping to increase centers for an increase in participants across the island.

4.1 D [Successful Models & Best Practices](#)

A successful development is the partnership with the Electricians Union. The American Job Center assisted the apprentices with supportive services for them to comply with the Union standards while working, training and learning at the same time.

[Youth Workforce Development Activities Requirements](#)

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4.2 20 CFR 679.560(b)(8): Workforce Development Activities – Part 1 Youth

- A. Provide an analysis of workforce development activities for youth in the local area including education and training and including individuals with barriers to employment;
- B. Describe specific strengths and weaknesses of these youth workforce development activities in the local area to address the education and skill needs of the workforce and the employment needs of employers;
- C. Describe the capacity to provide these youth workforce development activities in the local area to address the education and skill needs of the workforce and the employment needs of employers;
- D. Identify successful models and best practices in the local area for youth workforce development activities.

4.2 A [Youth Workforce Development Analysis](#)

The American Job Center is dedicated to empowering the next generation through contract administration and funding of the Workforce Innovation & Opportunity Act (WIOA) Youth programs that allow youth and young adults, aged 14 to 24, with essential skills and experiences. The WIOA Youth Provider is WorkHawaii. the mission is “to equip youth with the tools to help them gain confidence in their abilities to see value in their decisions. To break down barriers, build bridges and create strategic partnerships to connect youth with education and employment pathways to transform their future potential. The Initiatives are designed to support youth through a range of offerings, including work-readiness training, valuable work experiences, and other career pathway opportunities. They cultivate a strong foundation with a focus to prepare the youth for successful high school graduation, facilitate their transition to post-secondary education, and guide them towards a career.

4.2 B Youth Workforce Development SWOT

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The number one strength of the Youth programs ~~are~~ is the strong collaboration of partners. Programs, such as BIA, CVS and OAT would not be possible without the collective efforts of everyone. The project combines work based learning in construction skills for youth participating in programs with social support. Collaboration efforts should extend beyond limited partnerships. The level of service provider engagement should highlight workflows, performance metrics and opportunities for extended relationship building.

4.2 C OWDB Capacity for Youth Workforce Development Programs

The size of the county creates a need to expand youth services into other areas. Staffing vacancies have been a huge roadblock for services to be completed.

4.2 D Youth Program Successful Models

The CVS Pharmacy Technician and Retail Store programs are extremely popular. The program allows the youth to enroll into a training and into the workforce after completion. The youth receive a credential and are entered into a pre-apprentice or apprenticeship program.

Adult & Dislocated Worker Activities Requirements

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4.3 20 CFR 679.560(b)(6): Training Activities

Considering the response in 4.1, provide a specific description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.

4.3 Activities Available – Adult & Dislocated Workers O’ahu

The American job center provides an array of services that include workshops, coaching, and training services. Workshop topics include:

- Resume Development
- Basic Computer Skills
- Training services include:
 - On-the-job Training
 - Development of Individual Employment Plans
 - Career Services
 - Supportive Services transportation assistance, work tools and clothing, childcare assistance, technology needed for training.

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Training Services Requirements

4.4 20 CFR 679.560(b)(18): Training Services

Describe how training services outlined in WIOA sec. 134 will be provided through the use of individual training accounts. If contracts for training services are used describe how they will be coordinated with the use of individual training accounts under WIOA sec. 134; and

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Describe how the local board will insure informed customer choice in the selection of training programs regardless of how training services are to be provided.

4.4 A Use of Individual Training Accounts (ITAs)

OWDB enforces the WIOA regulations for ITAs in training programs. This year OWDB set individual limits on the amount of funding awarded for ITA. The scholarship training fund limit is currently set at \$10,000. Training must be expected to end in two year or less from the date of the ITA. Staff assesses the financial need along with the likelihood of successful completion of the training program. The Staff work to align the customer’s preferred training facility with their training plan and financial resources to ensure successful completion and job placement.

4.4 B Informed Customer Choice Approach

All training is provided via Individual Training Accounts (ITAs), on-the- job training or work-experience. To ensure maximum customer choice, AJC staff work with each participant to create an individual employment plan. Staff explain the available training options as well as the financial resources available to support the individual in the pursuit of a new career. Staff guide the customer in accessing the Eligible Training Provider List (ETP) to ensure customers are aware of all available training options.

Rapid Response Coordination Requirements

4.5 20 CFR 679.560(b)(7): Coordination with Rapid Response Activities

Describe how the local board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities.

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4.5 Local Rapid Response Activities

The counties will partner with Title III Wagner-Peyser on Rapid Response activities.

Supportive Services Coordination Requirements

4.6 20 CFR 679.560(b)(10): Coordination with Supportive Services

Describe how the local board will coordinate WIOA Title I workforce investment activities in the local area with the provision of transportation and other appropriate supportive services.

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4.6 Local Coordination with Supportive Services

Supportive services is the use of funds to pay for services that are necessary to enable an individual to participate in activities authorized under the Workforce Innovation and Opportunity Act (WIOA). Supportive services may only be provided to eligible individuals who are registered in HireNetHawaii and enrolled in a WIOA Title I program. There must be documentation in the participant electronic file that supports the participant’s eligibility and enrollment as well as documentation that they are unable to obtain support services through their own means or through other programs which provide such services. Supportive Services are only allowable when they are necessary to enable eligible individuals to participate or remain in authorized training or job search services.

Improvements to Service Delivery Requirements

4.7 20 CFR 679.560(b)(11): Improving Services Delivery

Describe plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act (29 U.S.C. 49 et seq.) services and other services provided through the Department of Labor

4.7 Service Delivery Improvement Plans

The plan to avoid duplication of services with Wagner-Peyser is to implement the Eco-System and co-enroll participants as necessary. WIOA will focus on the training and career services while Title III WP focuses on employment.

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Physical and Programmatic Accessibility Requirements

4.8 20 CFR 679.560(b)(5)(iii): Accessibility

- A. Describe how entities within American Job Center Hawaii (as defined), including one-stop operators and one-stop partners, will comply with [WIOA sec. 188](#), if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical accessibility of facilities, programs and services, technology, and materials for individuals with disabilities.
- B. Describe how entities within American Job Center Hawaii (as defined), including one-stop operators and one-stop partners, will comply with [WIOA sec. 188](#), if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities.
- C. Considering the response in A. and B., describe how entities with American Job Center Hawaii (as defined) provide staff training and support for addressing the needs of individuals with disabilities.

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4.8 A. Physical Accessibility Compliance

To follow the [Americans with Disabilities Act \(ADA\)](#), an American Job Center (AJC) must ensure physical and programmatic accessibility, provide effective communication (e.g., alternative formats for materials, interpreters), and offer reasonable accommodations through an "interactive process" with job seekers with disabilities to help them apply for and perform jobs. AJCs should foster an inclusive environment by practicing empathy and adapting services to meet the diverse needs of individuals with disabilities.

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4.8 B. Programmatic Accessibility Compliance

To follow the [Americans with Disabilities Act \(ADA\)](#), an American Job Center (AJC) must ensure physical and programmatic accessibility, provide effective communication (e.g., alternative formats for materials, interpreters), and offer reasonable accommodations through an "interactive process" with job seekers with disabilities to help them apply for and perform jobs. AJCs should foster an inclusive environment by practicing empathy and adapting services to meet the diverse needs of individuals with disabilities.

4.8 C. Approaches to Address Needs of Individuals with Disabilities

ADA staff training should cover the basics of the Americans with Disabilities Act, the process for [reasonable accommodation requests](#), how to prevent discrimination in employment, and how to effectively communicate with people with disabilities. Training should be tailored to different staff roles, including general awareness for all employees and more detailed, practical training for supervisors and HR personnel on implementing the accommodation process.

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Accessibility of Services Requirements

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4.9 20 CFR 679.560(b)(5)(ii): Virtual/Remote Access

Describe how the local board will facilitate access to services provided through American Job Center Hawaii (as defined), including in remote areas, through the use of technology and other means.

4.9 OWDB Facilitation Efforts to Enhance Accessibility of Services

OWDB will submit multiple RFPs to reach out to remoter areas. The Board will outreach to create satellite AJCs across the county.

Section 5: Compliance

Please answer the questions in Section 5 in eight (8) pages or less. Most responses should be staff-driven as each are focused on the organization's compliance with federal or state requirements. Provide a response for all items identified. Required documents can be included as attachments.