**Hawaii Narrative Report 2016-2017**

**1. State Leadership Funds** (AEFLA Section 223)

*(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:*

* *Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).*
* *Establishment or operation of a high quality professional development programs as described in section 223(1)(b).*
* *Provision of technical assistance to funded eligible providers as described in section 223(1)(c).*
* *Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).*

*(b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).*

Hawaii’s Workforce Innovation and Opportunities Act (WIOA) Unified State Plan is *a vision for workforce development in Hawaii that ensures all employers have competitively-skilled employees and all residents have sustainable employment and self-sufficiency*. Hawaii’s coordinated State Plan fosters strong collaboration, is regionally sensitive and aligns, coordinates, and integrates workforce services to meet the needs of employers and residents to build a robust economy. Towards this end, the State of Hawaii Department of Education (HIDOE) adult education program is progressing to address the WIOA requirements and fulfill the vision and goals of Hawaii’s Unified State Plan.

Adult Basic Education (ABE), Integrated English Literacy and Civics Education (IELCE; formerly English as a Second Language), and Adult Secondary Education (ASE) programs, activities, and services are provided for Hawaii’s adult learners with the skills to become successful workers, citizens, and family members. Working cooperatively with state and local agencies, the Hawaii State Department of Education (HIDOE) is continuing efforts to integrate education and training initiatives to ensure success for Hawaii’s adult population under the new Workforce Innovation and Opportunities Act (WIOA).

Stringent finances continue to hamper efforts to adequately service the adult education local agencies and communities as well as to develop new initiatives by the State Adult Education and Community Education Office. State expenditures are the salaries and benefits of one full-time employee (Acting Adult Basic Education Director) and two part-time employees to operate the state office, provision of technical assistance for state and local agencies, the LiteracyPro data management system, curriculum materials and technical assistance for the administration of TABE and High School Equivalency Test (HiSET)iSSET, instructional supplies and materials, and travel expenses. For a third consecutive year, no state general funds were allocated for the operation of the State Adult Education and Community Education Office. Hence, only AEFLA funds were available for the hiring of two part-time employees, one who serves as a state-level data manager and one who serves as the State Professional Development and Curriculum Coordinator. Each part-time employee is allowed 17 hours of work per week. Due to the shortage of funds, secretarial and financial management duties are also performed by the Acting ABE Director with some assistance from HIDOE’s Office of Curriculum, Instruction, and Student Support where the State Adult Education and Community Education section is housed.

The State Adult Education and Community Education Office facilitates meetings with the Community Schools for Adults (CSA) staff at least once a month to provide technical assistance on program implementation and to monitor and evaluate the quality of the programs offered. During these meetings, the staff receives updates on developments in adult education, available resources, and program direction and shares progress, successes, and challenges. The State Adult Education and Community Education Office and the CSAs also meet regularly with community partners to ensure consistent and complementary program implementation. The State Adult Education and Community Education Office provides professional development on contextualized learning and the components of the Unified State Plan and the AEFLA local plan. It also provides access to online resources, such as LINCS (Literacy Information and Communication System), WIDA (World-Class Instructional Design and Assessment), the National Adult Education Professional Development Consortium, the Association of Adult Literacy Professional Developers, ETS, GED Testing Service, Edmentum, and Blackboard Learning, for professional development opportunities.

State general funds for Program Year (PY) 2016-17 have been allotted to the two CSAs – McKinley CSA and Waipahu CSA – to provide adult education services. McKinley CSA includes the McKinley, Farrington, Moanalua, Kauai, and Maui campuses and sites on Molokai and Lanai and in Hana. The Waipahu CSA includes the Waipahu, Hilo, Kona, Wahiawa, and Windward campuses and sites in Waianae and Kapolei. Through the CSAs, HIDOE provides instructional services in basic skills and acculturation to encourage an effective student transition to the labor force, military, and post-secondary education. The strategic geographical locations of the CSA campuses ensure lifelong learning opportunities are accessible across the state. The CSAs provide these educational services to adults in an effort to improve their personal well-being and employment opportunities, allowing them to contribute positively to the communities in which they live.

Hawaii’s adult education program provides classes for the adult population most in need. These programs address adults who are functionally illiterate, have limited English language skills, are immigrants, are incarcerated or institutionalized, lack a high school diploma, and/or are receiving social services from the State. The CSAs offer a multi-level Integrated English Literacy and Civics Education (IELCE) program to meet the needs of their students in developing their English language skills and adjusting to life in Hawaii. They offer ABE courses to help students improve their basic academic skills so that they may become more productive members of their respective communities. Within the ASE program, the CSAs offer two Hawaii Adult Community School Diploma programs – the Competency-Based Community School Diploma Program and the High School Equivalency Preparation program. Students in the Competency-Based program must show they are functionally literate through a series of activities and assessments and must prove they are college- and/or career-ready by either earning a credit from a postsecondary school or obtaining work experience or a marketable skill before being granted their diploma. Students in the High School Equivalency program must earn credits from a secondary school in Hawaii and must pass either the GED exam or the HiSET to earn a community school diploma. The CSAs are the only institutions with the ability to issue an HIDOE diploma to individuals no longer enrolled in high school.

The CSAs have utilized multiple strategies to improve the literacy and numeracy skills of their students. To ensure teachers develop the skills they need to increase student achievement, the CSAs conduct school-level professional development activities, such as training for the implementation and use of curricular programs such as *BurlingtonEnglish, Stand Out*, iCAN, and PLATO. The CSAs also analyze student performance data and review and refine program expectations during new teacher orientation and regular staff meetings.

The CSAs have also increased their use of technology as part of their instruction to improve the literacy and numeracy skills of their students. The CSA have access to computer labs and provide teachers with visual projectors, SMARTBoards, and TVs for classroom use. The CSAs have also incorporated a number of computer-based programs to provide learning opportunities for their students. The CSAs continue to use Achieve3000 and Edmentum to supplement classroom instruction for their ABE, ASE, and IELCE courses. *Empower3000* of the Achieve3000 program is an adaptive computer-based reading program that provides a reading assessment to determine the reading level of the students and reading, writing, and math activities to assess students’ reading comprehension and develop students’ basic academic skills. The program also provides a college and career readiness assessment based on the students’ reading fluency and comprehension. *Empower3000*, which allows teachers to monitor their students’ activities and progress, has positively impacted the CSAs’ efforts to improve the literacy skills of their students.

PLATO, a standards-based online learning program offered by Edmentum, also allows students to improve their academic skills in reading, writing, and math. PLATO provides learning modules to help students prepare for high school equivalency tests, college entrance exams, and the ASVAB. In addition to supplementing classroom instruction, PLATO gives the CSAs the capacity to offer distance-learning options to their students. For High School Equivalency Preparation courses, students are required to complete a minimum of 60 hours for course credit. The PLATO instructors monitor the students’ completion of the assigned modules and assessment scores. ETS, GED Testing Service, and Essential Education resources are also used to help students prepare for the high school equivalency tests.

The CSAs also utilize computer-based and web-based programs to provide targeted instruction specifically for ABE and IELCE. The CSAs utilize *Instruction Targeted for TABE Success*, an adaptive web-based program which delivers targeted instruction in math, reading, and writing, in certain ABE programs. McKinley CSA, which has the largest IELCE student population, uses Rosetta Stone to supplement its instruction. Rosetta Stone is a computer-based program that provides activities for students to practice their English language skills. In PY 2016-17, the CSAs continued to implement the use of *BurlingtonEnglish*, an online interactive English language acquisition program that offers a blended learning experience to students, combining face-to-face classroom activities with online interactive lessons, in IELCE as well as in ABE courses. Not only does the use of technology help students to improve their literacy and academic skills, but it also helps to improve their basic computer skills, which is important in an age where computers play a major role in many occupations as well as in postsecondary education.

The CSAs continued to implement and refine the iCAN (Individualized Career Achievement Network) Career Skills Program in PY 2016-17. This program is designed to prepare students for success in post-secondary education and in any career field, particularly in the six career pathways of the State of Hawaii – Health Services; Arts and Communication; Business, Industrial and Engineering Technology; Natural Resources; and Public and Human Services. Students enrolled in the iCAN program not only obtain the basic academic skills needed to be gainfully employed, but also obtain background knowledge on the career field of interest. To better support students in becoming career-ready, the CSAs will offer students the opportunity to earn a National Career Readiness Certificate (NCRC) or a National Work Readiness Credential, industry-recognized credentials certifying that the student has the essential skills to be successful in the workplace.

Upon registering for the iCAN program, students are given an orientation of the program, learning about the objectives of the program, student expectations, and student outcomes. All students develop a Personalized Transition Plan outlining their goals – postsecondary education and/or career, which determine the students’ program track. The program tracks allow the CSAs to provide students with targeted supports and curricula, ensuring students are better prepared to achieve their goals. While each program track offers different curricular components, all program curricula selected align with the College and Career Readiness Standards.

The Hawaii CSAs have made a stronger effort to build and strengthen community partnerships to better serve students. They have partnered with labor unions, non-profit organizations, and government agencies to better align their education and literacy activities with the skills needed for students to succeed in the workforce. The CSAs have also coordinated career days, college and career nights, college visits, and access to college resources to provide students with insight on the opportunities available to them after graduation.

Despite the challenges the Hawaii CSAs have encountered with the changes surrounding adult education at the federal and state level, they continue to show signs of improvement in their curriculum and instruction, in student achievement, and in the strength of their community partnerships. This will continue to be beneficial for their students and the communities they serve.

**2. Performance Data Analysis**

*Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.*

In PY 2016-17, the CSAs serviced 5,315 NRS students in their ABE, ASE, and IELCE programs. Enrollment remains considerably lower than what it was prior to the consolidation of CSAs from eleven schools to two in PY 2012-13; however, the CSAs continue their efforts to increase enrollment and increase student retention. A strategy that continued to be utilized during PY 2016-17 was the Personal Transition Plan. This helped students to set goals which they could work towards and gave teachers and counselors a tool to facilitate the discussion on program goals and postsecondary plans with their students. In addition to the teachers and counselors, the CSAs’ transition coordinators also continued to support students in meeting their postsecondary goals.

Collectively, the CSAs made substantial improvement in meeting the State Target Performance Levels for PY 2016-17, meeting five of the twelve benchmarks – four for adult basic education and one for English language acquisition. When compared to their performance in PY 2015-16, the CSAs improved in all but one level. Individually, some campuses performed better in meeting the state benchmarks: Waipahu CSA’s Waipahu Campus met seven benchmarks, Waipahu CSA’s Windward Campus met six benchmarks, Waipahu CSA’s Hilo Campus met five benchmarks, and Moanalua CSA’s McKinley and Moanalua Campuses each met four benchmarks. However, all campuses of the CSAs must continue to make gains in the percentage of students completing a measurable skill level to meet the benchmarks and to ensure student success. The implementation of the new standards and new initiatives may have attributed to the increase of benchmarks met.

Increasing student achievement remains a priority of HIDOE. The CSAs continue to monitor instruction through multiple strategies to ensure student learning. Waipahu CSA employs resource teachers to provide supports and professional development for teachers. McKinley CSA employs an adult education program specialist to oversee its instructional programs and utilizes a leadership team to analyze student programs to assess student learning. Both CSAs have transition coordinators to monitor student progress in an effort to ensure students are on track to meet their goals. CSA administrators and teacher mentors conduct walkthroughs and classroom observations to ensure teachers are following their respective curriculum and utilizing effective teaching strategies. The classroom observations also serve to inform administrators about the needs of their teachers and what professional development is needed. Thus, the CSAs are working toward improving the literacy skills of their students through multiple means.

The challenge in making greater gains in student achievement continues to be the large number of students who do not complete the program year. Student transiency and the dropout rate for both CSAs remain relatively high. While the CSAs failed to meet all the targets set for PY 2016-17, data shows that the percentage of students completing a competency level amongst the students who completed the program year – students who attended at least 12 hours of instruction and were both pre- and post-tested – exceeded the State Target Performance Level for all measurable skills levels except for ESL Level 6. Thus, students made greater gains if they remained in their program throughout the program year. If the CSAs were able to better retain their students, they would be more successful in meeting the State Target Performance Levels. To address this, the CSAs continue to better their efforts in retaining their students. At both CSAs, the Personalized Transition Plans were implemented and teachers have been asked to better monitor student attendance and progress and counsel students who are in jeopardy of not succeeding in the program. Both McKinley and Waipahu CSAs also employ counselors to support students. These counselors not only help students with the transition from the CSAs to their postsecondary school options, but also help teachers monitor student attendance in class and counsel students who are underperforming. The CSAs have provided professional development to improve classroom instruction and implement more relevant and engaging curriculum as well as more relevant programs to better retain students. In addition to addressing student retention within the schools, the CSAs have been working closely with the feeder high schools and community partners to ensure a smoother transition from these organizations to the CSAs. The partnerships with the high schools and community organizations play a valuable role in the recruitment of students and the collaboration between these organizations and the CSAs support the retention of these students.

**3. Integration with One-Stop Partners**

*Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.*

With the onset of the WIOA, HIDOE has been working more closely with the Department of Labor and Industrial Relations (DLIR), the Department of Human Services (DHS) Division of Vocational Rehabilitation, the State Workforce Development Council, the Oahu and Hawaii County Workforce Development Boards as well as various community stakeholders to create and implement a Unified State Plan that will align the services of the three core partners (DOE, DLIR, and DHS) and counties to provide better access to education, training, employment, and the support services needed for students to succeed in the workforce. The core partners engage in monthly face-to-face and/or virtual meetings to plan and to discuss implementation strategies for Hawaii’s Unified State Plan and the WIOA requirements with other agencies such as the One-Stop centers, Department of Health, TANF, and the Chamber of Commerce. On the local level, the CSAs continue to maintain their MOUs and partner directly with the One-Stop Centers to provide comprehensive services to students.

Since PY 2014-15, Hawaii’s adult education state and local agencies collaborated with other state partners to design a statewide career pathway system to be fully implemented in PY 2016-17. In PY 2015-16, Hawaii was selected to participate in the U.S. Department of Education’s Office of Career, Technical, and Adult Education’s (OCTAE) Advancing Career Pathways project. Stakeholders from Hawaii’s K-12 education, adult education, post-secondary education, business, industry, and other core partnerships are establishing career pathway systems that will make it easier for people, such as students, adult learners, and job seekers, to attain the skills and credentials needed for employment. Hawaii will use a Career Pathway Framework Model, an approach which connects progressive levels of education, training, support services, and credentials for specific occupations, in a way that streamlines the progress and success of individuals with varying levels of abilities and needs. This approach will help individuals earn marketable credentials, engage in apprenticeships, further one’s education and employment, and actively engage employers to meet their workforce needs and strengthen our state’s economy. A wide variety of participants, including high school, post-secondary, and adult learners – both traditional and nontraditional, will benefit from this Framework.

The adult education program continued to develop and refine the iCAN (Individualized Career Achievement Network) Career Skills Program in PY 2016-17. This program, as previously described, is designed to prepare students for success in post-secondary education and in any career field, particularly in the six career pathways of the State of Hawaii – Health Services; Arts and Communication; Business, Industrial and Engineering Technology; Natural Resources; and Public and Human Services. The CSAs will continue to work with the One-Stop Partners to ensure the success of the iCAN program in helping their clients develop the basic academic skills needed to be gainfully employed and providing them with background knowledge on the career field of interest.

**4. Integrated English Literacy and Civics Education (IELCE) Program** (AEFLA Section

243)

*Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:*

* *Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*
* *Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;*
* *Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals; and*
* *Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

HIDOE is currently in the developmental stage of constructing an IELCE statewide program by investigating research-based evidence for multi-level IELCE courses to meet the needs of our students in developing their English language skills and adjusting to life in Hawaii. Ultimately, the outcome is to strengthen the focus on a transition to postsecondary education opportunities and employment, allowing students who need a high school diploma the opportunity to earn a community school diploma. The local agencies implemented *BurlingtonEnglish*, a computer-based program, to help IELCE students improve their English language skills, develop digital literacy skills, and obtain the skills necessary to succeed in the workplace.

The adult education program provides a number of opportunities for IELCE students to improve their English language skills and to learn to effectively participate in education, work, and civic opportunities in Hawaii. The CSAs offer courses within the communities, such as at churches and community centers, to meet student needs and have established partnerships with a number of community-based agencies to serve its large urban English language learner population. With the increase in Hawaii’s migrant population, the local agencies continue to improve their courses to ensure students are able to increase in functioning levels and become productive members of society. The CSAs also maintain a partnership with the U.S. Citizenship and Immigration Services (USCIS) to continue to support its needs. The CSAs serviced 1,556 IELCE students in PY 2016-17.

**5. Adult Education Standards**

*If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.*

* *Optional – Describe implementation efforts, challenges, and any lessons learned.*

In PY 2016-17, the local agencies continued with the implementation of the newly adopted College and Career Readiness Standards (CCRS) for Adult Education, the adult education anchor standards, to better prepare students for post-secondary education or the workforce as well as meet the WIOA requirement of alignment of standards. The CCRS for Adult Education were developed by OCTAE. The CCRS are being incorporated into the ABE, ASE, and the emerging IELCE curricula and ongoing professional development is being provided for teachers to become familiar with the newly-adopted standards and the curricular revisions. The new curricula was piloted in PY 2016-17 and will be fully implemented beginning in SY 2017-18. With the adoption of the Common Core State Standards (CCSS) and the CCRS by the HIDOE high schools, Hawaii’s adult education program believed it was in their students’ best interest to adopt comparable standards and incorporate these standards in the current curricula.

**6. Programs for Corrections Education and the Education of Other Institutionalized**

**Individuals** (AEFLA Section 225)

*What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.*

The CSAs, specifically McKinley CSA, continue to partner with the Department of Public Safety to provide viable educational services for incarcerated individuals of state correctional facilities. McKinley CSA currently services the Hilo, Maui, Kauai, and Oahu Community Correctional Centers; the Halawa, Waiawa, and Kulani Correctional Facilities; and the Women’s Community Correctional Center by conducting High School Equivalency program courses in an effort to prepare inmates for college and career opportunities upon their release. McKinley CSA also administers the GED to inmates to provide them with an opportunity to earn their diploma.

HIDOE currently does not track the rate of recidivism for criminal offenders. However, HIDOE is working with the Department of Public Safety to get such data.