

## HAWAII NARRATIVE REPORT 2012 - 2013

The State of Hawaii's Adult Education providers created educational opportunities to improve the capability and well-being of Hawaii's adult learners in Program Year (PY) 2012 – 2013. By targeting sustainable, intergenerational impact through excellence in education, adult learners strived to become productive workers, responsible citizens, partners in their children's education, and lifelong learners through a seamless continuum of programs and services. The statewide system prioritized its efforts on clearly defined professional development and technical assistance, follow up on the core measures, and the utilization of data for innovation and continuous improvement which resulted in greater consistency and integrity. Within the Hawaii Department of Education (HIDOE), two Community Schools for Adults (CSAs) and their respective campuses, along with one Community-Based Organization, received funding from the Adult Education and Family Literacy Act (AEFLA).

Internal and external audits validated local operations and identified concerns.

- The recommendations made by the United States Department of Education (ED) monitoring team in May 2005 put plans, procedures and timetables in writing and established checkpoints for essential communication within provider organizations. Annual refreshers served as basic instructions for new personnel and reminders for others.
- Statewide procedures and records of payroll certifications continue to be monitored.
- Verification of the Maintenance of Effort (MOE) more than just at the end of the year was recommended. Consistent communication with the Accounting Branch continues and procedures are in place to gather information for a mid-year check.

For PY 2012-2013, the amount of state general funds allotted to the Community Schools for Adults (CSAs) was cut nearly in half. With the decrease in state funding, the number of CSAs needed to be reduced from eleven schools to two in order for the HIDOE to continue to provide adult education services. Thus, McKinley CSA incorporated Farrington, Kaimuki, Moanalua, Kauai, and Maui CSAs and Waipahu CSA incorporated Hilo, Kona, Wahiawa, and Windward CSAs. Although the CSAs reduced its number of schools and personnel, they continue to provide the needed educational services throughout the State of Hawaii. Despite the CSAs' efforts to maintain services throughout the state, the consolidation of schools and restrictive budgets negatively affected enrollment for PY 2012-2013.

The CSAs employ a variety of processes to recruit students to increase enrollment. School brochures are distributed to HIDOE schools, libraries, community partners, various businesses within the communities, and churches. Course offerings are posted on the HIDOE website as well as on the McKinley and Waipahu CSA websites. Banners announcing registration for the CSAs can be found throughout the various

communities the CSAs service. Students are also recruited through partnerships with community organizations and the high schools. To increase enrollment, the CSAs need to explore new methods of recruiting students. One method currently being explored is the use of social media.

Through the CSAs, HIDOE provides instructional services in basic skills and acculturation to encourage an effective student transition to the military, labor force, or post-secondary education. The strategic geographical locations of the CSAs ensure life-long 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.

The Adult Education Advisory Council increased its membership, updated by-laws and worked diligently on numerous key efforts to support Hawaii's adult education program. These council members took an active role in networking with legislators and the community. Presently, 12 representatives received appointments by the State Board of Education.

**1. Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs and projects were successful in implementing the goals established in the State Plan.**

Goals established for adult education and family literacy continued to guide the development of a framework for the use of State Leadership funds in PY2012 -2013. Professional development opportunities and system-wide events addressed the following identified goals:

- Increase enrollment and retention of adult learners served.
- Increase student learning outcomes.
- Increase access and opportunity to programs using technology.
- Expand partnerships to provide access and opportunity to a seamless system of services.
- Increase accuracy and consistency of data.

Using State Leadership funds, a myriad of professional development training were provided for administrators, program managers and practitioners in AEFLA-supported adult education programs. These resources and strategies provided supports that impacted the quality of instruction, as well as learner outcomes, and built capacity within each organization by keeping practitioners updated and knowledgeable. Articulation and training sessions were conducted for the following program areas:

- Transition to the Common Core State Standards and the College and Career Readiness Standards

- Equipped for the Future (EFF) Standards for Adult Learners
- Comprehensive Assessment System for Adult Students (CASAS)
- Tests for Adult Basic Education (TABE)
- Adult Literacy
- Adult Career Pathways/Bridging program
- Health Literacy
- LitPro LACES web-based data management system
- Goal-Setting Procedures
- Core Outcome Measures and follow up survey requirements
- General Educational Development (GED)
- Competency-Based Community School Diploma Program (CBCSDP)
- Literacy Coordinators: focus on differentiation, accommodations and numeracy
- Instructional Strategies: for Adult Learners; Learners with Special Needs; Learners with Limited English Proficiency
- Promotion and Marketing
- Technology and Distance Learning
- Data Analysis for NRS: Attendance, Educational Gain, and Transition Outcomes

The CSAs provide classes for the adult population most in need. The CSA 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 multi-level English as a Second Language (ESL) courses, which incorporate English Language Civics (EL Civics), to meet the needs of their students in developing their English language skills and adjusting to life in Hawaii. They offer Adult Basic Education (ABE) courses to help students improve their basic academic skills so that they may become more productive members of their respective communities. Within the Adult Secondary Education (ASE) program, the CSAs offer two diploma programs – the Competency-Based Community School Diploma Program and the GED program. It is important to note that as of November 2012, the CSAs have been issuing Hawaii Adult Community School Diplomas as mandated by HDOE. 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 earning a credit from a post-secondary school or by obtaining work experience or a marketable skill before being granted their diploma. Students in the GED program must earn credits from a secondary school in Hawaii and must pass the GED exam to earn a community school diploma. In PY 2012-2013, the CSAs serviced 6,677 NRS students in their ABE, ASE, and ESL programs. Of the 3,921 NRS students enrolled in the diploma programs, 1,698 NRS students received their community school diploma.

The CSAs have utilized multiple strategies to address and improve the literacy skills of their students. The CSAs continue to address and improve the literacy skills of adults through the increased use of technology. The CSAs have access to computer labs for the students to utilize through their classes and have provided their teachers with visual

projectors, TVs, and DVD players for classroom use. Students are able to use computer-based programs to supplement their learning as well as create presentations and documents through their use of the computers and visual projectors. McKinley CSA teachers also have access to SMARTBoards to enhance their classroom instruction.

The CSAs have incorporated a number of computer-based programs to provide learning opportunities for their students. The CSAs have been using Spark3000 and PLATO to supplement classroom instruction for their ABE, ASE, and ESL courses. Spark3000 is a computer-based reading program that adjusts the reading content to the level of the reader. The program 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. Spark3000 allows teachers to monitor their students' activities and progress. The use of Spark3000 has positively impacted the CSAs' efforts to improve the literacy skills of their students. PLATO also allows students to improve their academic skills in reading, writing, and math. PLATO provides learning modules to help students prepare for the GED test, 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 GED 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. McKinley CSA, which has the largest ESL student population, uses Rosetta Stone to supplement its ESL instruction. Rosetta Stone is a computer-based program that provides activities for students to practice their English language skills. 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 post-secondary education.

The CSAs' course curricula are continuously monitored and revised to better improve the literacy skills and educational functioning levels of their students. The ABE, ASE, and ESL curricula utilized by the CSAs are better aligned with the CASAS skills and have provided greater focus for instruction. The CSAs currently utilize common Competency-Based Community School Diploma Program texts, pacing guides, and supplemental guides aligned with the CASAS skills. The CSAs use the Steck-Vaughn series, which provides strategies and activities to improve literacy and numeracy skills, for their GED preparation classes and the *Stand Out* texts, a standards-based series focused on developing English language skills, for their ESL classes. To further improve the educational functioning levels of the ESL students, Waipahu CSA has implemented school-wide an ESL curriculum guide with pacing maps, daily lesson plans, assessments, and resource materials in an effort to increase students' functioning levels. McKinley CSA utilizes the Cengage series in addition to the *Stand Out* series and provides its ESL teachers the time to plan, critique, observe, and evaluate supplemental lessons conducted in an effort to better address student needs. The CASAS-aligned ABE curriculum has been utilized on more campuses within the Waipahu CSA. The CSAs provide professional development activities on analyzing

CASAS assessment data throughout the program year to better inform teachers on how to monitor student progress and how to improve classroom instruction.

In addition to the CASAS skills, the CSAs also focus on helping students develop the *Equipped for the Future* content standards, the HIDOE General Learner Outcomes, and the Common Core State Standards. In Program Year 2012-13, the HIDOE Community Education Section, which oversees all of the local agencies, provided statewide professional development training on the Common Core State Standards and the College and Career Readiness Standards to familiarize the teachers and staff members with the standards and to introduce upcoming professional development on incorporating the Common Core State Standards and the College and Career Readiness Standards in the current curricula. The agencies were introduced to the Blackboard software since this will be the venue for future PD training and blended learning opportunities for adult learners.

Schools have also established procedures to more effectively monitor instruction through multiple strategies. Waipahu CSA employs a full-time teacher to provide professional development for all CSA teachers and the CSAs have curriculum coordinators to monitor student progress in an effort to ensure teachers are receiving the support they need to be successful in the classroom. McKinley CSA utilizes a Leadership Team to analyze student programs to assess student learning. CSA administrators 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.

**2. Describe any significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.**

Collectively, the CSAs and CBO have met four of the State Target Performance Levels: High Intermediate ABE, high school completion, placement in unsubsidized employment, and retention or advancement in employment. While these local providers did well in ensuring their students achieved their goals as indicated by the Core Follow-up Outcome Measures, they need to make greater gains in the percentage of students completing a competency level in each Educational Functioning Level (EFL). Continuing the effort to align the ABE, ASE, and ESL curricula with the CASAS skills, improving literacy skills, and monitoring student progress will lead to greater gains in the number of students completing a competency level in each EFL. Towards this end, Hawaii's adult education program will be piloting the Tests of Adult Basic Education (TABE) in PY2013 – 2014 in an effort to increase EFL gains.

The CSAs and CBO were less successful in meeting the targets for the EFLs. Waipahu CSA met the State Target Performance Levels for Beginning ABE Literacy, Beginning

ABE, Low Intermediate ABE, High Intermediate ABE, and High Beginning ESL. McKinley CSA met the NRS Benchmarks in Beginning ABE, Low Intermediate ABE, High Intermediate ABE, Beginning Literacy ESL, High Beginning ESL, and Advanced ESL. The CBO met the Low Intermediate ESL State Target Performance Level. As a collective group, the CSAs were unable to meet the State Target Performance Levels for the percentage of students completing a competency level for ten of the eleven EFLs; the CSAs were able to meet the State Targeted Performance Level for High Intermediate ABE. This lack of completion may be attributed to the large number of students who do not complete the program year. Student transiency and the dropout rate at both CSAs are relatively high. To address this, greater efforts have been made by the CSAs to retain their students. At both CSAs and the CBO, 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 post-secondary school options, but also help teachers monitor student attendance in class and counsel students who are underperforming. The CSAs have also provided professional development to better classroom instruction and implement more relevant and engaging curriculum to better retain students. In addition to addressing student retention within the schools, the CSAs have been working more 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. In Program Year 2012-13, the CSAs were able to increase their retention of the students in their ABE and ASE programs from the previous year.

While the local agencies failed to meet the targets set for PY 2012-2013, 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 post-tested – exceeded the State Target Performance Level for all EFLs. Thus, students made greater gains if they remained in their program throughout the program year. If the CSAs and CBO were able to better retain their students, they would be more successful in meeting the State Target Performance Levels.

The table below compares the negotiated performance targets and the actual completion rates aggregated for all 11 provider sites.

**Aggregated Percentages of Level Completion**

Educational Functioning Level (EFL)	Negotiated Performance Targets 2012-2013	Actual Completion Rates 2012-2013
<b>Adult Basic Education (ABE)</b>		
Beginning Literacy	26%	11%
Beginning ABE	29%	27%
Low Intermediate ABE	30%	29%
High Intermediate ABE	22%	22%
<b>Adult Secondary Education (ASE)</b>		
Low ASE	18%	15%
<b>English Literacy/Civics English as a Second Language</b>		
Beginning Literacy	31%	20%
Low Beginning ESL	39%	25%
High Beginning ESL	27%	23%
Low Intermediate ESL	25%	20%
High Intermediate ESL	25%	17%
Low Advanced ESL	12%	4%

The following table demonstrates that the Hawaii CSAs, along with the CBO, successfully met the targets for three of the four Core Follow-up Outcome Measures. These agencies have seen a high percentage of students receiving their high school equivalency diploma, obtaining employment, and retaining their current employment or advancing within their current organization. Both McKinley and Waipahu CSAs met the State Target Performance Levels for high school completion, placement in unsubsidized employment, and retention or advancement in employment. Waipahu CSA also met the State Target Performance Level for students who entered other education or training programs. The CSAs and CBO continue to find meeting the target for students entering other education or training programs a challenge. This may be attributed to the greater need for work and the lack of funds to attend educational or training programs. These local providers have made a greater effort in monitoring their students and ensuring that students are achieving their goals through better student-teacher relationships and counseling.

The table below compares negotiated targets for the core follow-up outcome measures with the actual weighted average percent achieving the outcome.

**Core Follow-up Outcome Achievement**

<b>Core Follow-up Outcome Measures</b>	<b>Negotiated Performance Targets 2012-2013</b>	<b>Weighted Average Percent Achieving Outcome 2012-2013</b>
Entered other education or training programs	57%	<b>42%</b>
Placement in unsubsidized employment	49%	<b>52%</b>
Retained or advanced in employment	33%	<b>93%</b>
High school completion	65%	<b>96%</b>

- High School Diploma Programs: Records indicate that a total of 748 individuals successfully completed high school diploma programs in PY2012-2013.

**3. Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Board, the provision of core and other services through the One-Stop System and an estimate of the Title II funds being used to support activities and services through the One-Stop delivery system.**

The CSAs have established partnerships as varied as the diverse populations they serve. The extensive number and extent of these partnerships demonstrates a commitment to tailor services to the students each school serves. The conscious effort to partner with public and private partners within their geographic areas has been positive for all parties. In many instances, these partnerships provide multi-layered support for students.

The CSAs have partnerships with a number of organizations that work with “at-risk” students who withdraw from the traditional high schools. The CSAs are partners with the Honolulu Community Action Program (HCAP), Parents and Children Together (PACT), the Goodwill Industries’ Ola I Ka Hana program, and Adult Friends for Youth.

Waipahu CSA also provides services for the Hawaii National Guard Youth Challenge Academy, a residential program that targets the severely-challenged students who have opted out of high school. As a partner, the CSAs provide these organizations with viable educational services and the opportunity for their participants to earn a diploma.

The CSAs also provide viable educational services for incarcerated individuals of nearby correctional facilities. The CSAs currently service the Halawa and Waiawa Correctional Facilities and the Women's Community Correctional Center by conducting ABE classes (the iBEST program) and offering these individuals the opportunity to earn a diploma through the GED program. Beginning in January 2014, the CSAs will also service the Oahu, Maui, and Hawaii Community Correctional Centers.

Moanalua, Wahiawa, and Windward Oahu are host to the state's largest concentration of military installations. McKinley and Waipahu CSAs will continue to work closely with the military community to provide workplace literacy, GED, and ESL courses on various installations, targeting both members in uniform and their families.

McKinley and Waipahu CSAs collaborate with the elementary schools within their communities to provide family literacy courses where they are needed. The family literacy courses provide parents the opportunity to learn the skills necessary to be self-sufficient, economically independent, and positive community contributors while learning to support their child.

The CSAs commitment to serve the disadvantaged and disenfranchised population is evidenced by the numerous public and private social agencies that partner with community schools. These partners reach out to the CSAs in the belief that education is the key to their clients elevating themselves to a more independent and productive lifestyle. Clients are referred to the CSAs to build life skills, which include literacy and numeracy, and job-readiness skills. The CSAs also provide clients the opportunity to earn a diploma in an effort to better their employability. Courses are offered during the day as well as during the evening at multiple sites to accommodate the needs of the clients. CSAs provide testing services and expose clients to the employment and educational opportunities available to them. These partners include the Department of Labor, the Department of Human Services First-to-Work Program, the Department of Public Safety, the Division of Vocational Rehabilitation, Hawaii Job Corps, the Goodwill Industries, Catholic Charities, Alu Like, and the Hawaii Hotel Association.

Providers have increased partnerships that allow them to leverage funding to support program plans that are not allowable under AEFLA guidelines. For example, while using AEFLA funds to develop literacy skills, the respective CBO continues to work with the Honolulu Rotary Club and the University of Hawaii - School of Nursing to support classroom activities such as a student summer internship with the Governor's office. This CBO is consistent with its work with the Business Leadership Network to educate employers about the positive benefits of employing people with disabilities and have offered orientation and instructional sessions at One-Stop Centers on self-employment possibilities for adults with disabilities.

The CSAs are also currently in the planning stages of a partnership with the University of Hawaii Community Colleges (UHCC) "C3T Hawaii: Addressing Workforce Needs through Results-Driven Educational and Training Programs" project. The proposal is for the CSAs to provide remedial courses to better prepare students for post-secondary education in the UHCC system.

A number of the CSA partners are members of the Adult Education Advisory Board. Likewise, the CSA administrators are members of the State Workforce Investment Board as well as members of their respective local Workforce Investment Boards. The WIB partners possess intimate knowledge of each other's programs and services as a result of monthly consortium meetings. This enables partners to cross-refer clients to one another. For example, Oahu CSAs refer students to Oahu WorkLinks for job preparation and job placement and participate in Oahu WorkLinks events and the CSAs across the state provide ASE classes at the one-stop centers. As a result of the strong relationships between the WIB partners, the CSAs are able to better serve their communities.

**4. Describe successful activities and services supported with EL Civics Education funds, including the number of programs receiving EL Civics Education grants and an estimate of the number of adult learners served.**

The local agencies provide a number of opportunities for ESL students to improve their English language skills and to learn to effectively participate in education, work, and civic opportunities in Hawaii. The providers incorporate EL Civics in all ESL courses. Thus, ESL courses include citizenship preparation as well as curricula to help students better understand the U.S. government and its education, employment, financial, and healthcare systems. Waipahu CSAs offer ESL courses within the communities at churches or community centers for students who are unable to attend evening courses. McKinley CSA established partnerships with a number of community-based agencies to serve its large urban ESL population. The ABE and Competency-Based Community School Diploma Programs also include EL Civics components to better assist ESL and non-ESL students to effectively participate in education, work, and civic opportunities within their communities. With the increase in Hawaii's migrant population, all local agencies are making attempts to improve their ESL/EL Civics courses to ensure students are able to increase in functioning levels and become productive members of society. The local agencies serviced 2,197 ESL students in PY 2012-2013.