**Hawaii Narrative Report 2013-2014**

**State Leadership Funds**

**Describe the major activities supported with State Leadership funds during the reporting period and the extent to which these activities helped you in implementing the goals of the State plan. Specifically describe activities related to the implementation of career pathways.**

The Hawaii State Department of Education (HIDOE) is among the largest U.S. school districts and the only statewide educational system in the country. As part of HIDOE, Hawaii’s adult education program continues to make progress in its efforts to improve public education. State Leadership expenditures include: salaries and benefits of one full-time employee (Acting Adult Basic Education Director), and four part-time employees to operate the State Community Education office; provision of technical assistance for the local agencies; the LiteracyPro data management system; curriculum materials and technical assistance for the implementation of a TABE pilot project; instructional supplies and materials; and, travel expenses. No state general funds were allocated for the operation of the adult education state office. Hence, only AEFLA funds were available for the hiring of two part-time employees who serve as state-level data managers; a part-time employee who assists with secretarial and financial management duties; and, a part-time employee who serves as the State PD and Curriculum Coordinator. Each of these part-time employees is allowed 17 hours of work per week. Stringent finances hamper efforts to adequately service the adult education local agencies and communities as well as develop new initiatives by the State Community Education Office.

For Program Year (PY) 2013-14, the amount of state general funds allotted for adult education at the local level was significantly lower than the amount allotted prior to PY 2012-13. However, HIDOE persists by providing adult education services through two Community Schools for Adults (CSAs) – McKinley CSA, which includes McKinley, Farrington, Moanalua, Kauai, and Maui campuses, and Waipahu CSA, which includes Waipahu, Hilo, Kona, Wahiawa, and Windward campuses. 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 CSA campuses and a myriad of satellite sites ensure life-long learning opportunities are accessible across the state. These facilities render 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.

HIDOE provide classes for the adult population most in need. The 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 local agencies 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 Hawaii Adult Community School Diploma programs – the Competency-Based Community School Diploma Program and the GED 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 post-secondary school or 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.

The local adult education programs have utilized multiple strategies to 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, SMARTBoards, 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. Teachers are able to use computer-based programs to enhance their instruction and to access professional development opportunities, such as Edmentum and modules presented on websites such as LINCS (Literacy Information and Communication System), WIDA (World-Class Instructional Design and Assessment), the National Adult Education Professional Development Consortium, and the Association of Adult Literacy Professional Developers, to improve instruction.

Hawaii’s adult education program has incorporated a number of computer-based programs to provide learning opportunities for their students. The CSAs continue to use Achieve3000 and PLATO to supplement classroom instruction for their ABE, ASE, and ESL courses. The CSAs utilize *Empower3000* of the Achieve3000 program, an adaptive 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. The program also provides a college and career readiness assessment based on the students’ reading fluency and comprehension. *Empower3000* allows teachers to monitor their students’ activities and progress. The use of *Empower3000* 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, specifically McKinley CSA, continue to partner with the Department of Public Safety to provide educational services for the correctional facilities. In an effort to prepare inmates for college and career opportunities upon their release, McKinley CSA offers inmates the ASE program and the Integrated Basic Education and Skills Training (I-BEST) program, which is a literacy and work skills program in collaboration with the University of Hawaii Community Colleges (UHCC). McKinley CSA plans to train key personnel and improve accuracy and consistency in data collection to better monitor the inmates as they progress through their program.

Working in partnership with Hawaii’s Department of Labor and the University of Hawaii Community Colleges, the CSAs have also begun implementing the iCAN (Individualized Career Achievement Network) Career Skills Program in PY 2013-14. It is part of the Community Colleges Career Training program, or C3T, funded by a $24.6 million grant from the U.S. Department of Labor’s Employment and Training Administration. The C3T’s mission is to enhance the relationships between adult education, community colleges and the public workforce system by developing new training programs and supporting existing ones that lead to jobs in the agriculture, energy and health industries; a critical part of government initiatives to diversify the economy and improve food and energy self-sufficiency. In the near future, this project will expand to other fields, such as construction. Within the iCAN program, adult learners engage in a self-paced fast-track program, four hours a day, 120 hours total, which prepares these individuals for college and/or trains them for jobs that are in demand in today’s highly competitive economy. This is the initial step to journey towards a career pathways model that will be designed in FY2014 – 2015 to increase access, persistence, and education/career life success.

Hawaii’s adult education teachers, administrators, coordinators, HIDOE’s Superintendent and other key State educational leaders, as well as representatives from other state agencies participated in the first-ever 2014 statewide Hawaii Community Schools for Adults Professional Development Conference: *Charting a Course to* *Success*. Approximately $40,000 in State Leadership funds were utilized for the cost of conference facilities , meals, air and ground transportation for neighbor islanders, and 125 teacher pay (10 hours for conference attendance and follow-up assignment at a PTT rate of $22.43). The CSAs provided technical support and equipment to defray the cost for rental of audio-visual supplies and equipment. This historic conference was attended and financially supported by LINCS (Literacy Information and Communication System), which is the professional development arm of OCTAE (Office of Career, Technical and Adult Education). LINCS generously provided travel accommodations for five LINCS trainers. State of the art teaching, clever use of technology, finding innovative ways to intake, assess, and serve students, preparing students for workforce readiness – these were the many topics covered during the conference. Each teacher-attendee is required to engage in a follow-up assignment to display a commitment to ongoing web-based training, personal reflection, and sharing of best practices among colleagues. It was just the first step to chart a new course for Hawaii’s adult learners towards success. An exciting journey lies ahead.

**Performance Data Analyses**

**Describe any significant findings from the evaluation of your performance data for the reporting period and efforts to improve outcomes for the core indicators of performance.**

In PY 2013-14, the local agencies serviced 6,092 NRS students in their ABE, ASE, and ESL programs, a decrease from the previous year. This decrease in enrollment may be attributed to the consolidation of schools and increase in fees due to the decrease in state funding. PY 2013-14 was the second year that the CSAs have operated as two schools. Prior to PY 2012-13, there were 11 CSAs. The CSAs are still adjusting to the new organizational structure, but have made great strides in increasing efficiency across the campuses of each school.

Collectively, the CSAs have improved in meeting the State Target Performance Levels, meeting seven of the fifteen benchmarks: five benchmarks for the Educational Functioning Levels (EFLs) – Beginning ABE Literacy, Beginning ABE, Low Intermediate ABE, Low ASE, and High Beginning ESL – and two benchmarks for the Core Follow-up Outcome Measures – students who obtained a GED or secondary diploma and students who retained employment. While the CSAs met the state benchmarks for five EFLs, they must continue to make greater gains in the percentage of students completing a competency level in each EFL, especially at the six EFLs for which they did not meet the state benchmark: High Intermediate ABE, Beginning Literacy ESL, Low Beginning ESL, Low Intermediate ESL, High Intermediate ESL and Advanced ESL. 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.

The CSAs have established procedures to more effectively monitor instruction through multiple strategies. Waipahu CSA employs a full-time teacher to provide professional development for 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. The CSAs are also currently exploring other instruments, such as the TABE assessment, to measure student achievement in a shorter period of time to provide more timely information on student progress. Thus, the CSAs are working toward improving the literacy skills of their students through multiple means, which is reflected in the increase in the number of State Target Performance Levels met.

The challenge in making greater gains in student achievement may be attributed to the large number of students who do not complete the program year. Student transiency and the dropout rate for both CSAs are relatively high. While the CSAs failed to meet each target set for PY 2013-14, 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 EFLs. 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, greater efforts have been made by the CSAs to retain their students. At both CSAs, 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 part-time 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’ full-time Curriculum Coordinators have provided professional development to improve 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.

The Hawaii CSAs successfully met the targets for two of the four Core Follow-up Outcome Measures. The CSAs continue to see a high percentage of students receiving their community school diploma and retaining their current employment. In PY 2013-14, the CSAs did not meet the Core Follow-Up Outcome Measure for students entering employment and continued to find meeting the target for students entering post-secondary education a challenge. This may be attributed to the current lack of employment opportunities and increases in the cost to attend educational or training programs. The CSAs have made a greater effort in monitoring their students and ensuring that students are achieving their program goals through better student-teacher relationships and counseling. The CSAs have also established a stronger partnership with UHCC in the hopes of providing more students with the means to attend the community colleges after completing their program. The CSAs are currently in a partnership with the UHCC C3T Project. The CSAs provide remedial courses to better prepare students to enter the career pathways at the post-secondary education level in the UHCC system. To better support students, McKinley CSA has hired a full-time transition coordinator to oversee the CSA activities related to the C3T project. Waipahu CSA is in the process of hiring a transition coordinator as well. The transition coordinators will help to ease the transition for students from the CSAs to UHCC.

**Integration with Other Programs**

**Describe how you have integrated activities funded under the Adult Education and Family Literacy Act (AEFLA) with other adult education, career development, and employment and training activities. Describe your efforts to develop or advance career pathway systems that include career and technical education, postsecondary education, employers, and economic and workforce development. Include a description of how your agency is being represented on the State and Local Workforce Investment Boards, the provision of core and other services through the One-Stop system and an estimate of the AEFLA funds being used to support activities and services through the One-Stop delivery system.**

HIDOE’s adult education program has established partnerships as varied as the diverse populations they serve. The extensive number and extent of these partnerships demonstrate a commitment to tailor services to the students each campus 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, Adult Friends for Youth, and Kupu. 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 state correctional facilities. McKinley CSA currently services the Hawaii, Kauai, Maui, and Oahu Community Correctional Centers; the Halawa, Waiawa, and Kulani Correctional Facilities; the Women’s Community Correctional Center; and the Hawaii Youth Correctional Facility by conducting ABE classes (the I-BEST program) and offering these individuals the opportunity to earn a diploma through the GED program. McKinley CSA may, in the near future, also provide educational services to Hawaii inmates housed in correctional facilities in Arizona.

McKinley and Waipahu CSAs continue to work closely with the military communities of Moanalua, Wahiawa, and Windward Oahu, hosts to the state’s largest concentration of military installations. The CSAs provide workplace literacy, GED, and ESL courses on various installations, targeting both members in uniform and their families. Soldiers needing to complete the workplace literacy course as a means to study for advancement within the military are allowed to attend classes with the permission of their commanding officer.

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. In PY2013 – 2014, 19 Oahu satellite sites provided family literacy services to 102 adult learners.

The CSAs also collaborate with the Hawaii Lodging and Tourism Association to benefit both the CSA students and the hotel employees. McKinley and Waipahu CSAs offer the START (Skills, Tasks, and Results Training) Program to provide students with the knowledge and skills they need to succeed in the hotel industry. McKinley CSA also offers a Hotel Workplace Literacy program to provide hotel employees with the opportunity to improve their literacy and communication skills. In PY2013 – 2014, there were three Oahu hotels with 100 employees receiving literacy services. Due to the success of this hotel project, additional hotels will be serviced on all of the Hawaiian Islands in PY2014 – 2015.

The CSAs commitment to serve the disadvantaged and disenfranchised population is evidenced by the numerous public and private social agencies that partner with them. 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 (DHS) First-to-Work Program, the DHS Division of Vocational Rehabilitation, the state-owned homeless shelters, the Department of Public Safety, the City and County of Honolulu Youthbuild Program, Hawaii Job Corps, the Goodwill Industries, Catholic Charities, and Alu Like.

To ensure collaboration between the CSAs and their partners, a number of the CSA partners are members of the Adult Education Advisory Council. The council members are representatives from state and local organizations, business, military, postsecondary, and retired adult education principals. Likewise, the CSA administrators are members of the State Workforce Investment Board as well as members of their respective local Workforce Investment Boards in all four counties – Hawaii, Maui, Kauai, and Honolulu. The WIB partners possess intimate knowledge of each other’s programs and services as a result of monthly consortium meetings. This enables partners to refer clients to one another. For example, the CSAs refer students to the One-Stop centers (Oahu Worklinks, Workwise Kauai, WorkSourceMaui, and Big Island Workplace Connection) for job preparation and job placement and participate in the One-Stop centers’ events and offer ASE classes at these centers. As a result of the strong relationships between the WIB partners, the CSAs are better able to serve their communities. The CSAs are currently working with the Department of Labor and the Department of Health and Human Services Division of Vocational Rehabilitation to develop and implement a Workforce Innovation and Opportunity Act (WIOA) Unified State Plan. This progressive workgroup currently engages in monthly meetings to prepare for the full implementation of WIOA.

**English Literacy/Civics (EL/C) Program**

**Describe the activities and services supported with EL/C funds, including the number of programs receiving EL/C grants and an estimate of the number of adult learners served. (Only states receiving EL/C funds should respond to question #4).**

The CSAs 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 CSAs 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 and 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, the CSAs 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 CSAs also maintain a partnership with the U.S. Citizenship and Immigration Services (USCIS) to continue to support its needs. The CSAs serviced 1,973 ESL students in PY 2013-14.

**Secondary School Credentials and Equivalencies**

**Describe your state’s policies related to how it awards a secondary school diploma or its equivalent to individuals who are no longer enrolled or required to be enrolled in secondary school under State law. Include state recognized tests that are used to award the diploma as well as other criteria that may be recognized, such as competency-based or credit-based methods.**

The CSAs are the only institutions with the ability to issue an HIDOE diploma to individuals no longer enrolled in high school. The CSAs issue a Hawaii Adult Community School Diploma to students who successfully complete one of the two diploma programs the schools offer – the Competency-Based Community School Diploma Program and the GED program. To continue to administer the GED exam, which is now only offered as a computer-based exam, the CSAs have established Pearson VUE testing centers on multiple sites. The CSAs are currently exploring other high school equivalency exams, such as the HiSET exam by the Educational Testing Service (ETS), to use in addition to the GED and to provide students with more testing options. In PY 2013-14, 2,414 NRS students were enrolled in the diploma programs and 1,530 students received their community school diploma.

**Adult Education Standards**

**Describe your state’s progress toward implementation of adult education college and career readiness (CCR) standards, including whether your state has formally adopted a validated set of CCR standards. Describe how the state has determined the standards to be representative of CCR and the timeline by which such standards will be or have been implemented by all local programs. Describe how the state is supporting the use of standards by local programs and State Leadership funds that are being used to support implementation.**

The CSAs’ course curricula are continuously monitored and revised to better improve the literacy skills and educational functioning levels of the students enrolled. 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 Houghton Mifflin Harcourt 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. 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 CSAs provide professional development activities on analyzing CASAS and TABE assessment data throughout the program year to better inform teachers on how to monitor student progress and how to improve classroom instruction. These data-sharing sessions are conducted every semester at each campus’ faculty meetings or Waiver Days. Additionally, monthly Adult Education Registrars Training is provided by the State’s Community Education Office. The purpose of these training sessions is to analyze the required monthly desk-monitoring and work on improvements as well as data needs of the local agencies. In turn, each Registrar becomes the Trainer of Trainers on data sharing and assessment and works directly with their respective campus.

In addition to the CASAS and TABE skills, the CSAs also focus on helping students utilize the *Equipped for the Future* content standards, the HIDOE General Learner Outcomes, and the Common Core State Standards. With State Leadership funds, the HIDOE Community Education Office, which oversees the CSAs, provided professional development on the Common Core State Standards (CCSS) and the College and Career Readiness (CCR) Standards to familiarize the CSA staff with the standards and to introduce upcoming professional development on incorporating the CCSS into the current curricula. These sessions were held during faculty meetings at various campuses. Hawaii also plans to implement the newly adopted CCR Standards for Adult Education, the adult education anchor standards, in an effort to better prepare students for post-secondary education and/or the workforce. The CCR Standards are currently being incorporated into the ABE, ASE, and ESL curricula and professional development will need to be provided for teachers to become familiar with the new CCR standards and the curricular revisions prior to full implementation. The new curricula are slated to be piloted in PY 2015-16 with full implementation to follow. The expectation is to use State Leadership funds to contract a consultant as the adult education program transitions from the EFF Standards and align with the HIDOE State Common Core Standards. With the adoption of the CCSS and the CCR standards by the HIDOE high schools, Hawaii believed it was in the students’ best interest to adopt comparable standards and incorporate these standards in the current curricula for ABE, ASE, and ESL.

Despite the challenges the HIDOE Community Education State Office and the CSAs have encountered in these past two years, they have shown signs of improvement in their leadership, in curriculum and instruction, in student achievement, and in the strength of their community partnerships. This will be more beneficial for their students and the communities they serve.