**Hawaii Narrative Report 2014-2015**

**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.**

Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE) programs, activities, and services provide 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 (DOE) is beginning efforts to integrate education and training initiatives to ensure success for Hawaii’s adult learner population under the new Workforce Opportunities and Innovation Act (WIOA).

Stringent finances continue to thwart the development of new initiatives and hamper the State’s efforts to adequately service the local adult education agencies. For a second consecutive year no state general funds were allocated for the operation of the adult education state office. AEFLA State Leadership funds supported the salary and benefits of one full-time employee (Acting Adult Basic Education Director), and two part-time employees - (a .4 FTE state-level Data Manager and a .4 FTE Professional Development and Curriculum Coordinator). The remaining Leadership funds were spent on provision of technical assistance for the local agencies, the LiteracyPro data management system, curriculum materials and technical assistance for the adoption of TABE and HiSETiSSET, and travel expenses. Due to the shortage of funds, secretarial and financial management duties were assumed by the Acting ABE Director with assistance from the DOE’s Office of Curriculum, Instruction, and Student Support where the Community Education office is housed.

State general funds for Program Year 2014 – 2015 were allotted to the Community Schools for Adults to provide adult education services. These local agencies are comprised of two Community Schools for Adults (CSAs) – McKinley CSA, which oversees 5 campuses (McKinley, Farrington, Moanalua, Kauai, and Maui, including small satellite sites on Molokai, Lanai, and Hana), and Waipahu CSA, which oversees 5 campuses (Waipahu, Hilo, Kona, Wahiawa, and Windward, including satellite 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 military, labor force, or post-secondary education. The strategic geographical locations of the CSA campuses 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 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 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 either the GED or the HiSET exam to earn a community school diploma.

The CSAs have utilized multiple strategies to improve the literacy nd numeracy skills of their students including 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, and TVs for classroom use. The CSAs have 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 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, 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 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. ETS, GED Testing Service, and Essential Education resources are also used to help students prepare for the GED as well as the HiSET, ETS’s high school equivalency test. 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.

In addition to using online resources to enhance their classroom instruction, teachers are able to utilize online resources to access professional development opportunities, such as modules offered through 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, to improve instruction.

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. With the adoption of the HiSET exam, McKinley CSA will be able to provide inmates with a more accessible way to earn their diploma.

The CSAs have continued their implementation of the iCAN (Individualized Career Achievement Network) Career Skills Program in PY 2014-15. This program was designed to prepare students for the job-training program at UHCC (University of Hawaii/Community Colleges) and entry-level employment. The program focused on the fields of diversified agriculture, alternative energy, and healthcare – the three fields of the UHCC C3T (Community College and Career Training). Students enrolled in the iCAN program would not only obtain the basic academic skills needed to be gainfully employed, but would also obtain background knowledge on the career field of interest. As the CSAs continued to develop their iCAN program, the focus transitioned from the three fields to preparing students for success in any career field as well as post-secondary education. To better support students in becoming career-ready, the CSAs 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.

**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 2014-15, the CSAs serviced 6,066 NRS students in their ABE, ASE, and ESL 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. These efforts include redesigned websites, the use of social media, the implementation of new programs and assessments, and collaborating with local post-secondary institutions, other state agencies, and community organizations.

Collectively, the CSAs struggled in meeting the State Target Performance Levels for PY 2014-15, meeting four of the fifteen benchmarks: two benchmarks for the Educational Functioning Levels (EFLs) – Beginning ABE and Low Intermediate ABE – and two benchmarks for the Core Follow-up Outcome Measures – students who obtained a GED or secondary diploma and students who retained employment. Individually, some campuses performed better: Waipahu CSA’s Windward Campus met ten benchmarks; Hilo Campus met seven benchmarks; and Moanalua Campus and Waipahu Campus both met five benchmarks. While the CSAs did not meet all of the negotiated benchmarks, the CSAs did see increases in the percentage of students completing a competency level for eight of the twelve EFLs – Beginning ABE, Low Intermediate ABE, High Intermediate ABE, Low ASE, High ASE (which is not a negotiated measure), Low Beginning ESL, High Intermediate ESL, and Advanced ESL – and did see increases in students meeting three of the four Core Follow-up Measures – entering employment, obtaining a GED or secondary education diploma, and entering a post-secondary education program. The negotiated benchmarks for the EFLs increased substantially from PY 2013-14, with increases ranging from 5% to 23%. Thus, the CSAs must make greater gains in the percentage of students completing a competency level in each EFL to meet the benchmarks. 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.

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 a half-time iCAN transition coordinator to monitor the outcomes of the iCAN program. 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 curriculum coordinators to monitor student progress in an effort to ensure teachers are receiving the support they need to be successful in the classroom. 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, which is reflected in the increase in the number of students completing a competency level.

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 every target set for PY 2014-15, 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 with the exception of ESL Advanced, which just fell short of the benchmark. 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 were 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 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 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 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 PY 2014-15, the CSAs retained 7.4% more students than the previous program year.

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 2014-15, 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 through the iCAN program in the hopes of providing more students with the means to attend the community colleges after completing their program.

**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.**

The CSAs have 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, the City and County of Honolulu YouthBuild program, Hawaii Job Corps, Paxen, Susannah Wesley Community Center, Hui Malama Learning Center, and KUPU Hawaii. Waipahu CSA also provides services for the Hawaii National Guard Youth Challenge Academy, a residential program that targets 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 Hilo, Maui, and Oahu Community Correctional Centers; the Halawa, Waiawa, and Kulani Correctional Facilities; and the Women’s Community Correctional Center by conducting ABE classes and offering these individuals the opportunity to earn a diploma through the GED program.

McKinley and Waipahu CSAs continue to work closely with the military communities of Honolulu, Wahiawa, and Windward Oahu, hosts to the state’s largest concentration of military installations – Joint Base Hickam/Pearl Harbor, Tripler Army Medical Center, Fort Shafter, Schofield Barracks, and Kaneohe Marine Corps Base Hawaii. The CSAs provide workplace literacy 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, currently offered at Aiea Elementary School and Helemano Elementary School, 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 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 and Industrial Relations (DLIR), 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, Hawaii Job Corps, the Goodwill Industries, Catholic Charities, Alu Like, Habilitat, and community programs such as Kualoa-Heeia Ecumencial Youth (KEY) Project, Na Pono Na Ohana, and the Native Hawaiian Library. With the onset of the Workforce Innovation and Opportunity Act of 2014 (WIOA), the CSAs have been working with DLIR and DHS Division of Vocational Rehabilitation as well as with various community stakeholders to develop a Unified State Plan that will better align the services of the three state agencies to provide better access to education, training, employment, and the support services needed for students to succeed in the workforce.

The CSAs also continued to partner with the UHCC C3T Project in PY 2014-15. The CSAs provided 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, the CSAs hired transition coordinators to oversee the CSA activities related to the C3T project. The transition coordinators oversee the iCAN program and helped to ease the transition for students from the CSAs to UHCC.

To ensure collaboration between the CSAs and their partners, 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 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. 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 better able to serve their communities.

In PY 2014-15, the CSAs collaborated with partners to design a statewide career pathway system to be fully implemented in PY 2016-17. The statewide career pathway system will provide students with the education, training, guidance, and support services they need to pursue a viable career.

**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 continue 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 1,834 ESL students in PY 2014-15.

**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 at multiple sites. In PY 2014-15, the CSAs piloted the HiSET exam by the Educational Testing Service (ETS) in search of an alternative to the GED. Beginning PY 2015-16, the CSAs will administer the HiSET exam in addition to the GED to provide students with more testing options. The HiSET exam in the paper-pencil test form will allow the CSAs to administer high school equivalency exams in areas where testing centers have not been established, therefore providing students with better access to a diploma program. In PY 2014-15, 2,379 NRS students were enrolled in the diploma programs and 1,143 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.**

In PY 2014-15, the local agencies began the implementation of the newly adopted College and Career Readiness (CCR) Standards for Adult Education, the adult education anchor standards, in an effort to better prepare students for post-secondary education or the workforce as well as meet the WIOA requirement of alignment of standards. The CCR Standards for Adult Education were developed by the US Department of Education Office of Career, Technical, and Adult Education (OCTAE). The CCR Standards are currently being incorporated into the ABE, ASE, and ESL curricula and professional development will 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. With the adoption of the Common Core State Standards (CCSS) and the CCR standards by the HIDOE high schools, the CSAs believed it was in their students’ best interest to adopt comparable standards and incorporate these standards in the current curricula for ABE, ASE, and ESL.

Despite the challenges the Hawaii CSAs have encountered with the changes surrounding adult education at the federal and state level and the economic state of Hawaii, they have shown 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.