

Hawaii Narrative Report 2018 - 2019

1. State Leadership Funds (Adult Education and Family Literacy Act (AEFLA) Section 223)

(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each of 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).

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)

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 addressing the WIOA requirements to fulfill the vision and goals of Hawaii's Unified State Plan and the HIDOE adult education program is focusing on the requirements of the Plan.

Adult Basic Education (ABE), Integrated English Literacy and Civics Education (IELCE), 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 WIOA core partners, state and local agencies, the HIDOE adult education program is continuing efforts to integrate education and training initiatives through career pathways to ensure success for Hawaii's adult population.

An example from Program Year (PY) 2018-2019, the HIDOE adult education program refined the Individualized Career Achievement Network (iCAN) Career Skills Program by strengthening the collective work with the University of Hawaii Community Colleges. The iCAN program prepares students for success in post-secondary education and in any career field, particularly

in the six career pathways of the State of Hawaii which include Health Services, Arts and Communication, Business, Industrial and Engineering Technology, Natural Resources, and Public and Human Services.

Students enrolled in the iCAN program obtain basic academic skills to be gainfully employed, and also receive career exploration opportunities on the career field of interest.

In addition all iCAN students develop a Personalized Transition Plan outlining their goals – postsecondary education and/or career, which determine the students' program track. The program track allows students to be provided 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 for Adult Education.

Finally, students have the option to earn a National Career Readiness Certificate (NCRC) or a National Work Readiness Credential, industry-recognized credentials that certify the student has the essential skills to be successful in the workplace.

The Hawaii adult education program has 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 HIDOE adult education program 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.

Establishment or operation of a high quality professional development programs as described in section 223(1)(b)

The Adult Education State Director's Office provides high quality professional development on contextualized learning and the components of the Unified WIOA State Plan and the AEFLA local plan.

In PY 2018-2019, national experts from the American Institutes for Research (AIR) provided technical assistance to the HIDOE adult education program in data quality practices. The AIR team also held training on the College and Career-Ready Standards in Adult Basic Education.

The HIDOE adult education program provided professional development opportunities through 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, Pearson Vue, GED Testing Service, Google, and Blackboard Learning.

Essential Education, Trauma Informed Best Practice, Google Digital Bootcamp and Data Driven Instruction are examples of other professional development trainings provided in PY 2018-2019.

HIDOE adult education program staff attended COABE, CASAS, High School Equivalency Test (HiSET), and GED conferences that aided in the empowerment of individual campuses.

Provision of technical assistance to funded eligible providers as described in section 223(1)(c)

The Adult Education State Director's Office services the HIDOE adult education program and communities through the use of AEFLA funds. State expenditures include the salaries and benefits of one full-time employee, the Adult Education State Director and two part-time employees for state office operations; provision of technical assistance for the HIDOE adult education program; the LiteracyPro data management system; curriculum materials and technical assistance for the administration of TABE 11/12 and the HiSET; instructional supplies and materials; and travel expenses. State general funds are not utilized for the operation of the Adult Education State Director's Office.

The Adult Education State Director's Office facilitates meetings with the HIDOE adult education program 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 Adult Education State Director's Office and the HIDOE adult education program also meet regularly with community partners to ensure consistent and complementary program implementation.

Through technical assistance, the HIDOE adult education program 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 HIDOE adult education program conducted campus-level professional development activities for the implementation and use of curricular programs such as Essential Education, BurlingtonEnglish, Stand Out, iCAN, and PLATO. The HIDOE adult education program also analyzed student performance data and reviewed and refined program expectations during new teacher orientation and regular staff meetings.

Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).

The Adult Education State Director's Office uses various means of assessment in its annual and ongoing evaluation process, including site monitoring visits, desk monitoring, program improvement processes, and performance and financial audits. The results of these processes determine program improvement actions.

The Adult Education State Director's Office conducted annual site visits to monitor performance and to provide technical assistance for the purpose of evaluation and continuous improvement. Monitoring and technical assistance were provided in the following areas:

- 1) Extent to which adult education services are being provided to the "most in need";
- 2) Whether evidence-based education and training services are being provided;

- 3) Whether services are being provided along articulated career pathways, in a contextualized manner and aligned to the College and Career Readiness Standards;
- 4) Whether providers are collaborating with core partners and other stakeholders locally to ensure streamlined, efficient education and training services; seamless employment and postsecondary transition; and critical support services are being provided;
- 5) Whether local programs are offering flexible schedules to ensure access;
- 6) Whether the program is offering IELCE;
- 7) Whether the program is using highly-qualified teachers and program staff; and
- 8) Whether the program is using an effective data management system and conducting appropriate follow-up of academic and transition goals.

All local providers are required to submit mid and annual reports that reflect participation and performance measures.

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

223(a)(2)(B) The development and implementation of technology applications.

The HDOE adult education program has diligently increased their use of technology as part of their instruction to improve the literacy and numeracy skills of their students. The HDOE adult education program has access to computer labs and provide teachers with Chromebooks, visual projectors, SMARTBoards, and TVs for classroom use.

The HDOE adult education program has also incorporated a number of computer-based programs to provide learning opportunities for their students.

Essential Education is utilized for classroom instruction in ABE, ASE, and IELCE courses. It is an adaptive computer-based program that provides assessments to determine the reading level of the students, to develop students' basic academic skills, to acquire workplace skills, and to prepare for the high school equivalency exam. Essential Education, which allows teachers to monitor their students' activities and progress, has positively impacted efforts to improve the literacy skills of 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 Armed Services Vocational Aptitude Battery (ASVAB). In addition to supplementing classroom instruction, PLATO also provides distance-learning options for students.

For High School Equivalency Preparation courses, students are required to complete a minimum of 60 hours for course credit. The 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 HIDOE adult education program also utilized computer-based and web-based programs to provide targeted instruction specifically for ABE and ESL. TABE Success, an adaptive web-based program was utilized in certain ABE programs for this purpose which delivers targeted instruction in math, reading, and writing.

Since PY 2017-2018, the HIDOE adult education program implemented the use of BurlingtonEnglish in IELCE as well as in ABE courses. BurlingtonEnglish is 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. Not only does the use of technology improve students' 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.

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 2018-2019, the HIDOE adult education program serviced 4,639 students in ABE, ASE, and ESL programs and continues their efforts to increase enrollment and increase student retention.

A strategy that continued to be utilized 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, transition coordinators also continued to support students in meeting their postsecondary goals.

Collectively, the HIDOE adult education program made substantial improvement in meeting the State Target Performance Levels for PY 2018-2019, meeting four of the twelve benchmarks including three for adult basic education and one for English language acquisition.

All HIDOE adult education program campuses 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 contributed to the increase of benchmarks met.

The HIDOE adult education program continues to monitor instruction through multiple strategies to ensure student learning. One campus employs resource teachers and a leadership team to provide support and professional development for teachers. Another employs an adult education program specialist to oversee its instructional programs and utilizes a leadership team to analyze student programs to assess student learning.

All HIDOE adult education program campuses have transition coordinators to monitor student progress in an effort to ensure students are on track to meet their goals. 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 HIDOE adult education program is 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. Hawai'i's low unemployment rate is another contributing factor for the low recruitment rate. While all the targets set for PY 2018-2019 were not met, 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.

To address this, the HIDOE adult education program continues to better their efforts in retaining their students. 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. Counselors are also employed 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.

Professional development was provided 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 HIDOE adult education program worked closely with the feeder high schools and community partners to ensure a smoother transition.

The partnerships with the secondary schools and community organizations play a valuable role in the recruitment of students and the collaboration between these organizations 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.

Since the onset of WIOA, the HIDOE adult education program has worked very closely to create and implement a Unified State Plan with various community stakeholders from:

- Department of Labor and Industrial Relations (DLIR);
- Department of Human Services (DHS) Division of Vocational Rehabilitation;

- State Workforce Development Council; and
- Oahu, Maui, Kauai and Hawaii County Workforce Development Boards.

The goal is to promote greater alignment of the services among the three core partners (DOE, DLIR, and DHS) and the counties for 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 execute implementation strategies for Hawaii's Unified State Plan and the WIOA requirements with other agencies such as the American Job Centers (AJC), Department of Health, Department of Human Services, and the Chamber of Commerce.

On the local level, HIDOE adult education program campuses continue to maintain their MOUs and partner directly with the AJC to provide comprehensive services to students by being physically present in each island's AJC.

Since PY 2014-2015, Hawaii's adult education program has collaborated with other state partners to design a statewide career pathway system to be fully implemented in PY 2019-2020. 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 students, adult learners, and job seekers, to attain the skills and credentials needed for employment.

Hawaii is implementing 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 helps 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 traditional and nontraditional participants, including high school, post-secondary, and adult learners will benefit from this Framework thus contributing to a thriving, sustainable Hawaii.

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.

A competition for IELCE funds was held in PY 2017-2018. One award was made to the local agency, the Hawaii Department of Education adult education program.

Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.

The HIDOE adult education program is constructing an IELCE statewide program by employing research-based practices for multi-level IELCE courses to meet the needs of students in developing English language skills and adjusting to life in Hawai'i. 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 an adult community school diploma.

The HIDOE adult education program provides a number of opportunities for IELCE students to develop English language skills and to effectively participate in education, work, and civic opportunities in Hawaii. Courses are offered 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 HIDOE adult education program continues to improve their courses to ensure students are able to increase in functioning levels and become productive members of society.

The following activities support the combination of IET with IELCE.

- A partnership with the U.S. Citizenship and Immigration Services (USCIS) continue to support the needs of the program.
- Implementation of 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.
- Participation in a nationwide IELCE project. This learning opportunity provided guidance on innovative IELCE models for implementation in Hawai'i's adult education program.
- Workforce training related to in-demand occupations. Since tourism and hospitality are economic growth areas, partnerships have been established with the hotel and travel industry, as well as with restaurateurs, to offer on-the-job training and instruction of employability skills.

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.

Of the 1,246 fundable ESL students in PY 2018-2019, 64 students received services in IELCE.

Workforce Preparation includes:

- A statewide curriculum for the Integrated English Literacy and Civics Education (IELCE) program. It is being utilized to achieve competence in academic skills that leads to the attainment of employment and/or a postsecondary education and training. This may also

increase the Educational Functioning Levels (EFLs) of the English Language Learners (ELL).

- English Literacy program for adults whose native language is other than English. English literacy programs are designed to help adults learn to communicate in English so they can meet their personal, academic, employment and community goals.
- Civics Education include literacy and English language instruction on the rights and responsibilities of citizenship and civic participation; and workforce readiness and employability skills training. This includes a partnership with the United States Citizenship and Immigration Services (USCIS) to offer naturalization test preparation sessions.
- Employability skills defined as the non-technical skills, knowledge and understandings that are necessary to gain employment and participate effectively in the workplace is woven throughout the adult education program.

Workforce Training Includes:

- Access to in-demand occupations such as tourism and hospitality. Partnerships have been established with the hotel and travel industry, as well as with restaurateurs, to offer on-the-job training and instruction of employability skills.

Workforce Placement includes:

- Advising and support services through Transition Coordinators. The coordinators provide opportunities and individualized support for students to gain employability skills, enter employment, and post-secondary training.
- Partnerships with industry as part of a career pathway system.

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.

In PY 2018-2019 the HIDEOE adult education program established a presence in the AJC on the island of Oahu which has the largest population in the state. AJCs are also located on the islands of Hawaii, Maui and Kauai. Presence in one AJC is a measure of progress towards integration in the local workforce development system and work is continuing to establish a presence in all AJCs.

In addition to a physical presence in the AJC, the HIDEOE adult education program continues to evolve and refine its development of IET with IELCE to service AJC clients. The occupational contextualization of the ABE and ESL programs for clients seeking employment requires a shift in practice by all staff. However, this needed change will result in the ICELE program becoming better aligned and enhance our interagency data system integration of the ICELE program and all AEFLA workforce programs.

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 2018-19, the HIDOE adult education program continued with the implementation of the newly adopted College and Career Readiness Standards (CCRS) for Adult Education, to better prepare students for post-secondary education or the workforce as well as meet the WIOA requirement of alignment of standards. 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 standards and the curricular revisions. With the adoption of the Common Core State Standards (CCSS) by the HIDOE high schools, the HIDOE adult education program believed it was in their students' best interest to adopt comparable standards in the CCRS 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 HIDOE adult education program currently does not track the rate of recidivism for criminal offenders. However, HIDOE is working with the Department of Public Safety to obtain access to such data.

The HIDOE adult education program continues to partner with the Department of Public Safety to provide educational services for incarcerated individuals of state correctional facilities. High school equivalency preparation courses are provided in an effort to prepare inmates for college and career opportunities upon their release. The GED and HiSET are available to inmates to provide them with an opportunity to earn their high school equivalency.