Hawaii Narrative Report 2019 – 2020

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

The Hawaii Workforce Innovation and Opportunity Act (WIOA) unified state plan outlines five strategies to achieve the strategic vision and goals for Hawaii's workforce. The five strategies are listed below.

- To provide coordinated, aligned services;
- To provide services to vulnerable populations;
- To develop sector strategies and career pathways;
- To augment high employment rate; and
- To fully engage employers in the workforce development system to address the talent shortage.

In the program year (PY) 2019 – 2020 the adult education program made progress in implementing each of the five strategies while coordinating with core partners. The work is ongoing and described below.

<u>To provide coordinated, aligned services</u>

One of the activities under this strategy in the Hawaii WIOA unified state plan is to utilize Memorandums of Understanding (MOUs) to coordinate partner services with each one-stop center in the state. The adult education program has executed MOUs with all one-stop centers in the state.

Another activity is to have all partners utilize a single sign-on system. The adult education local service provider and the State Office utilize an information management system that is different from the information management system identified in the state plan known as HireNet and utilized by the state one-stop centers and the Title I program. Integration of the two systems was

explored and preliminary information did not identify a simple path to accomplish this. Although there are two discrete systems, the HireNet system does include a notification function to alert the adult education local service provider when a referral is made. After receiving the referral, intake is done through the local provider's information management system. HireNet is continuously being improved and the adult education program has been included to provide input as improvements are made. Another aspect of a centralized data system is the establishment of using unemployment insurance data to determine WIOA quarter 2 employment, quarter 4 employment, and median wage performance measures. The federal State Wage Interchange System MOU was completed by the adult education program. The program has started the process of establishing an MOU with the Hawaii Department of Labor and Industrial Relations Unemployment Insurance Division to receive data on participants that have exited the adult education program.

The co-location of services in the one-stop center is another activity and is related to the executed MOUs. The MOUs communicate the roles, responsibilities, and Infrastructure Funding Agreements (IFAs) of each core partner. The adult education local service provider is present in all one-stop centers either onsite or through technology and cross-training of one-stop center staff. All adult education services are available through the local service provider at all one-stop centers. However, the services most requested are Adult Basic Education (ABE) and high school equivalency. Many of the one-stop partners provide programs to clients that require a high school equivalency, and the adult education local service provider is the only entity in Hawaii that provides this service. In addition to the high school equivalency, basic literacy services are frequently requested through all one-stop centers. Co-location has also resulted in opportunities for joint training, where the local service provider has conducted training for the one-stop center partners and staff.

To provide services to vulnerable populations

The vulnerable populations that are identified in this strategy of the Hawaii WIOA unified state plan are the homeless and Native Hawaiians which in some respects are the same. Native Hawaiians and Pacific Islanders comprise approximately 51% of the homeless population, according to the Hawaii Health Data Warehouse.

In PY 2019 – 2020, participants identified as homeless totaled 3 of the 3,830 participants served by the adult education program. Native Hawaiian participants comprised the second-largest ethnicity with 600 participants of the 3,830 participants or 15.6%. The local service provider did not employ a special effort to attract Native Hawaiian participants. Unfortunately, Native Hawaiians and Pacific Islanders are the largest populations with an academic gap in the Hawaii public school system. This population may inevitably utilize adult education services at some point if the academic gap is not addressed before exiting public school.

Better procedures to capture accurate employment barrier information from participants by the local service provider will assist in providing a more accurate representation of the participants served. Being that Native Hawaiians comprise a large percentage of the homeless population, the number of homeless participants may be higher than the 3 that was reported.

To develop sector strategies and career pathways

Some of the desired outcomes for this strategy in the Hawaii WIOA unified state plan include the use of economic data to determine growth industries and the skill needs of industries and employers and a common pathway for individuals seeking secondary education and non-secondary education alternatives such as on-the-job training.

The Integrated Education and Training (IET) program offered by the local service provider addresses these desired outcomes, and the program continues to evolve to better address the needs of the participants, core partners, and employers. The IET program from the local service provider is known as the Workforce Development Diploma Program and includes adult education literacy activities, workforce preparation activities, and is developing the workforce training for a specific occupation or occupational cluster component.

The integration of the Hawaii WIOA Title I program career services are being explored for the IET workforce training component and is categorized into three areas:

- Prevocational career services;
- Eligible training providers; and
- Registered apprenticeship providers.

The prevocational career services and eligible training providers are aligned to the in-demand industry sector or occupation. These services provide certificates of completion or competence and have short training time that will incentivize participation in the IET program. The registered apprenticeships is another workforce training option that primarily comprises opportunities in the trades and selected opportunities in healthcare and food service.

To augment high employment rate

Desired outcomes for this strategy in the Hawaii WIOA unified state plan include improved coordination with core partners in the use of the HireNet virtual one-stop system and the roles and responsibilities for staff within each core partner in guiding a client through the system.

This is an area that the local service provider can improve on by leveraging the HireNet system as part of all adult education activities, specifically in IET and Integrated English Literacy Civics Education (IELCE). HireNet offerings include career assessment, career exploration, resume posting, and training and educational opportunities that can be integrated into different contexts as part of educational and career learning outcomes.

Having adult education participants create an account in HireNet also provides an opportunity for participants with special needs to access WIOA core partner services to assist with career, employment, and post-secondary education opportunities.

To fully engage employers in the workforce development system to address the talent shortage

This strategy in the Hawaii WIOA unified state plan utilizes sector partnerships as part of a sector strategy. There are seven sector partnerships statewide that are coordinated by the University of Hawaii and the Chamber of Commerce of Hawaii and are listed below. Each island or region has identified sector partnerships to focus on.

- Banking (Oahu);
- Chief Information Officer Council (Oahu);
- Food Manufacturing (Oahu);
- Healthcare (Oahu & Maui);

- Construction/Design Engineering (Oahu);
- Agriculture (Hawaii Island & Kauai); and
- Hospitality & Tourism (Statewide).

These sector partnerships include many stakeholders, including the WIOA core partners. Generally, each sector partnership is also connected to the regional workforce development board, including the adult education local service provider. The goals for each sector partnership is established by the industry representatives, also known as champions, who participate in the sector partnerships. A common goal that emerges for all sector partnerships is workforce development or a workforce pipeline. Workgroups are created to advance these goals, and this is where engagement with employers takes place to address the talent shortage. A common theme is employability skills, whether the high school graduate, the college graduate, or the adult learner. These sector partnership interactions serve as employer input to improve adult education program design to improve participant access to employment.

Professional Development

In PY 2019 – 2020 professional development for the local service provider can be organized into three categories:

- Instructional systems training includes training on software systems used by the local service provider to deliver instruction through a computer-based or online platform to assess students or manage student information.
- Improving instructional practice, which includes professional learning for local service provider teachers and administrative and support staff. This category of professional learning utilizes research-based practices to improve a teacher's practice to improve student outcomes.
- Distance learning professional learning, which includes a combination of technical skill development as well as pedagogy in the context of distance learning. The COVID-19 pandemic required full distance learning to be implemented and developing the necessary skills for teachers to operate in this environment.

The professional development carried out in these three categories addresses the professional development areas specified in section 223(a)(1)(B) listed below, and often, a single professional development activity may meet multiple requirements.

1. Instruction incorporating the essential components of reading as these components relate to adults.
2. Instruction related to the specific needs of adults.
3. Instruction provided by volunteers or by paid personnel.
4. Dissemination of information about models and promising practices related to AEFLA funded programs.

Requirements two and three can be applied to all the professional development provided in PY 2019 – 2020 since all professional development activities were done in the context of adult education (two) and the professional development was contracted or provided by the state or the local service provider staff (three).

In addressing requirements one and four, a two-day professional development to improve instructional practice was scheduled for March 27, 2020, to provide teachers the opportunity to

better understand and implement the Common Core Readiness Standards (CCRS) for English Language Arts and Literacy and Mathematics. The onsite training was to be provided by Literacy Information and Communication System (LINCS); however, the pandemic prevented travel and the professional development was canceled. At the time, it did not seem realistic to provide the two-day professional development from a distance. However, now this is the new normal.

In preparation for the professional development on March 27, 2020, a one-hour professional development using Webex was conducted on December 6, 2019. This session was a LINCS overview that introduced the local service provider staff to the resources, community of practice, a learning portal, and a professional development center on the LINCS website.

Other professional development activities conducted in PY 2019 – 2020 to improve instructional practice included sessions on trauma-informed instruction, data to drive instruction, English Language Arts practice, and teacher observations were led by the Hawaii Department of Education staff and local service provider staff.

Instructional systems training was provided by the product vendor as needed to the local service provider throughout PY 2019 – 2020.

Distance learning professional development occurred during different times in PY 2019 – 2020, before and during the pandemic. The pre-pandemic sessions focused on productivity, while the sessions during the pandemic focused on delivering instruction through distance learning.

Technical Assistance

For PY 2019 – 2020, the State provided technical assistance to the local service provider in the following areas as described in section 223(a)(1)(C).

- How the State is developing and disseminating instructional and programmatic practices based on the most rigorous or scientifically valid research available in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training.
- Fulfilling their role to provide access to employment, education, and training services as required one-stop partners.
- Assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.

Developing and Disseminating Practices

Instructional and programmatic practices that are rigorous and valid require an established standards-based system as a foundation. The areas of an adult education program that benefit from standards include:

- Reading, Writing, Speaking and Mathematics;
- English Language Acquisition;
- Distance Education; and
- Professional Development.

In PY 2019 – 2020 technical assistance did not include the development of resources to further implement standards. It did include the distribution of resources to address standards and further improve instructional and program practices through the introduction of the LINCS

website to the local service provider staff. This was accomplished through a Webex session with LINCS staff that introduced LINCS resources, the community of practice, the learning portal, and the learner center.

The adult education program recognizes the CCRS as part of the standards-based foundation of the instructional system. LINCS has the resources to build this knowledge further. As the work continues to develop the CCRS, the next area for technical assistance will be the English Language Proficiency Standards for adult education to build rigor and quality in the English Language Acquisition and Integrated English Literacy and Civics Education activities. Beyond that, future technical assistance will focus on high-quality distance education and professional development by considering adopting standards, such as the National Standards for Quality Online Learning and the Standards for Professional Learning from the organization Learning Forward. Having standards in place for each of the major components of the adult education program will provide direction and more clarity for future technical assistance from the State to the local service provider.

Access to Services

For PY 2019 – 2020 technical assistance was provided to the local service provider to carry out their role as a one-stop partner to provide access to employment, education, and training services. The technical assistance was in the form of conducting consultation with the local service provider and exploring the use of two options to meet this requirement, the first option being the Workforce Development Diploma Program as an IET program and the second option of utilizing the HireNet system. The Workforce Development Diploma Program in its current state is not completely developed to fulfill the requirement of providing access to employment, education, and training services, but can be the access to such opportunities when fully developed. This requires a third component to be developed and added to provide workforce training. The HireNet system as an access point can be incorporated in many courses and contextualized to support education and career preparation and workforce training, and advanced education opportunities for participants.

Use of Technology

For PY 2019 -2020 technical assistance was provided to the local service provider in the use of technology to improve system efficiencies. This was delivered in the form of conducting consultation and resource development to support the information management system. Several modifications were implemented based on feedback from the local service provider which included the integration of assessments into the information management system, COVID-19 notes and documentation, and modifications for better user rights management.

Monitoring and Evaluation

For PY 2019 – 2020 the monitoring and evaluation process remained the same as in previous years which consists of the following:

- Quarterly submission of WIOA performance data by the local service provider to the State Office.
  - o This is followed by quarterly meetings with the local service provider staff that is responsible for inputting the data. Identification of data that is questionable is resolved during these meetings.

o   A second meeting is held quarterly with the administrative staff and data inputting staff of the local service provider to review the data results.
- Desk monitoring of 50% of the local service provider sites during the second semester.
- Onsite visits to the local service provider sites that were desk monitored.
  - o   The onsite visit generally consists of a presentation by the local service provider site, followed by a dialog regarding any questions related to the desk monitoring review. When available, classes are observed, and feedback is provided to the administrator of the site.

Due to the COVID-19 pandemic, the onsite monitoring and evaluation process was not carried out. However, it is anticipated to resume for the next year, PY 2020 – 2021, with possible modifications such as a virtual onsite visit and modifications to the monitoring with an emphasis on evaluating distance learning and its effectiveness. Monitoring of enrollment will be an area of focus as well, as any enduring effects of the pandemic on the adult education program participation are not fully known.

After analysis of PY 2019 – 2020 performance indicators, an area for improvement for the local service provider in PY 2020 – 2021 is the collection of employment barrier information of participants. The better information collection will assist significantly with improving the statewide performance report for the State.

No permissible activities are being reported.

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.

The process to review and analyze performance data of the funded eligible providers takes place over the entire PY 2019 – 2020. Each quarter there are two meetings between the local service provider staff and the State Office staff. The first meeting is with the local service provider staff that is responsible for inputting data into the information management system. The second meeting is with the local service provider administrative staff in addition to the staff that inputs data.

The purpose of the first meeting of each quarter is to review performance data tables and other reports which are generated through the information management system. These reports are submitted by the local service provider to the State Office before the meeting. The reports include those that are designed to capture mismatches, English Language Acquisition student tracking, and student post-testing to assist in the identification of anomalies or errors in the information management system. Any discrepancy is reviewed and resolved in the meeting.

The second meeting of each quarter includes the local service provider administrative staff. The performance data for the current quarter is reviewed with comparison to the data from the previous year. This meeting is an opportunity to discuss how to improve data reporting and

related issues such as modifications to the information management system, workflow, and process improvements and related topics. This meeting covers other areas related to the data analysis such as program improvement.

For PY 2019 – 2020, the State did not meet the Measurable Skills Gain (MSG) target of 38.00%, which is the only documented negotiated level of performance for the State. Performance indicators for Employment Rate Q2, Employment Rate Q4, Median Earnings, and Credential Rate have actual outcomes however there are no targets to compare them with.

The actual overall MSG performance indicator percentage was 29.89% while the target was 38.00% for a difference of -8.11%.

Hawaii PY 2019 – 2020

	Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)	Employment Rate (Q2) (Cohort Period: 07/01/2018 - 06/30/2019)	
			Num	Rate
Total Statewide Target			0	0.00%
Total Statewide Actual	3,830	3,394	604	16.37%
	Employment Rate (Q4) (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	
	Num	Rate	Earnings	
Total Statewide Target	0	0.00%	$0.00	
Total Statewide Actual	637	16.77%	$7,200.00	
	Credential Rate (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains (Cohort Period: 07/01/2019 - 06/30/2020)	
	Num	Rate	Num	Rate
Total Statewide Target	0	0.00%	0	38.00%
Total Statewide Actual	39	3.54%	1,145	29.89%

In the previous year, PY 2018 – 2019, the State actual MSG was 38.51%, meeting and exceeding the target MSG for that year of 37% by +1.51%.

	Total Participants Served (Cohort Period: 07/01/2018 - 06/30/2019)	Total Participants Exited (Cohort Period: 04/01/2018 - 03/31/2019)	Employment Rate (Q2) (Cohort Period: 07/01/2017 - 06/30/2018)	
			Num	Rate
Total Statewide Target			0	0.00%
Total Statewide Actual	4,731	3,076	319	8.40%
	Employment Rate (Q4) (Cohort Period: 01/01/2017 - 12/31/2017)		Median Earnings (Cohort Period: 07/01/2017 - 06/30/2018)	
	Num	Rate	Earnings	
Total Statewide Target	0	0.00%	$0.00	
Total Statewide Actual	450	11.30%	$1.00	
	Credential Rate (Cohort Period: 01/01/2017 - 12/31/2017)		Measurable Skill Gains (Cohort Period: 07/01/2018 - 06/30/2019)	
	Num	Rate	Num	Rate
Total Statewide Target	0	0.00%	0	37.00%
Total Statewide Actual	37	4.60%	1,822	38.51%

It was anticipated that the State would meet the PY 2019 – 2020 target of 38% based on the actual performance outcome of the PY 2018 – 2019, a +.51% difference than the PY 2019 – 2020 target. Also, the PY 2017 – 2018 actual MSG was 39.29%, which is +1.29% higher than the PY 2019 – 2020 target. Based on the MSG actual outcome trend of the previous two years, the expectation was that the PY 2019 – 2020 actual MSG would meet the performance target and at a minimum be within 90% of the performance target.

MSG	2017 – 2018	2018 – 2019	2019 -2020
Statewide Target	35.00%	37.00%	38.00%
Statewide Actual	39.29%	38.51%	29.89%

The significant decrease in the PY 2019 – 2020 MSG actual performance outcome of 29.89% is being attributed to the COVID-19 pandemic. The local service provider was required to close all locations in the last week of March 2020 under the direction provided by the Governor of Hawaii. Classes and testing were canceled and did not resume until the later part of July 2020. The closure had a significant impact on the overall enrollment numbers for PY 2019 – 2020, a decline of 900 participants compared to the previous year. New participants were not able to enroll while the local provider was closed.

Enrollment	2017 – 2018	2018 – 2019	2019 -2020
	5006	4731	3830

Participants who were already in a program and had internet service continued with materials that were available online by the local provider. However, teacher instruction did not switch to online distance learning during PY 2019 – 2020.

Looking toward the next year, PY 2020 – 2021, much has been learned since the pandemic forced the closure of the local provider sites. The local provider has implemented many changes to address the new normal where face to face instruction may not be able to resume at this time. Some of the changes are listed below:

- Teachers have been trained in using distance learning tools, such as Google Classroom and Google Meets.
- Local provider sites have reopened to participants on a limited basis with COVID-19 safety precautions in place to do the following:
    o Registration
    o Pretesting
    o Post-testing
    o High school equivalency testing
    o Computer access for participants that do not have connectivity

It is uncertain what the total enrollment will be like in the next year, PY 2020 – 2021, compared with previous years because of distance learning and limited onsite access. However, with support for distance learning in place, even with less enrollment the MSG for PY 2020 – 2021 is anticipated to improve over PY 2019 – 2020 because instruction and testing will be ongoing, unlike PY 2019 – 2020 where all instruction and testing stopped because of the pandemic.

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.

The State designates the local service provider to carry out the required one-stop responsibilities through statements in the competition application under the scope of work.

Excerpt from competition application Scope of Work

Partner with the local American Job Centers (AJCs), the online and in-person workforce development services network, commonly referred to as "One-Stop Centers" and/or the "one-stop delivery system." Contribute to the infrastructure/operating costs and certain additional costs of the one-stop delivery system based on their proportionate use of the system

and relative benefit received. (Note: Typically, AEFLA agencies will be expected to contribute up to approximately 1.5% of their budget in cash and/or in-kind services to support AJCs.)

The local service provider fulfills the role and responsibilities of the one-stop partner through an MOU with each one-stop in the state. There are four one-stops in the state, one each on the islands of Oahu, Maui, Kauai, and Hawaii. Each island represents a county. The MOU is created by the workforce development board of each island and communicates the roles, responsibilities, and the IFA. In total, the local service provider has four MOUs.

The MOUs are reviewed by the State Office before the signing authority for the local service provider executes the MOU so that the State Office is aware of the local service provider's role and responsibilities for each one-stop. The State Office does not provide direct monitoring of the local service provider in fulfilling its one-stop responsibilities. The local workforce development board and the local service provider work together in meeting the requirements of the one-stop MOU. The local service provider attends all workforce development board meetings on each island. Any issues that are not able to be resolved are brought to the State Workforce Development Council, which coordinates the WIOA for Hawaii.

Career services are provided by the local service provider differently for the four one-stops in the state. On the island of Oahu, the local service provider has staff onsite at the one-stop. On the islands of Maui, Kauai, and Hawaii, access is through cross-training and direct linkage.

The local service provider makes available all its services through the one-stop system, however, the services most requested are ABE and high school equivalency. Many of the one-stop partners provide programs to clients that require a high school equivalency and the local service provider is the only entity in Hawaii that provides this service. In addition to the high school equivalency, basic literacy services are frequently requested through all one-stop centers.

The IFA was negotiated by all partners as part of the MOU created by each local workforce development board for their one-stop center. The State Workforce Development Council issued a bulletin that provided guidance on the IFA and the use of the MOU to establish the terms of the IFA.

The primary method to determine the proportionate share and relative benefit of the IFA is square footage for all one-stop centers.

The process to negotiate the IFA was only challenging from the fact that it was part of an MOU, and because of that, it requires attorney general review and signatures from all the one-stop partners. The time required for all reviews and signatures was the most challenging aspect.

4. Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)

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

- *Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*

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

In PY 2017 – 2018 one award was made for IELCE program funds to the Hawaii Department of Education Community Schools for Adults. The award was for three years and the funding amount was for the total amount allowable for the State of Hawaii.

The competition did not employ specific strategies to address IELCE services to specific subpopulations, however, the Request for Proposals did provide an explanation of IELCE and the intent of the activities, which include providing services to adult English Language Learners with degrees and credentials in their native country.

In PY 2019 – 2020 an IET program was developed, known as the Workforce Development Diploma Program and includes adult education literacy activities, workforce preparation activities that includes registering the participant in the virtual one-stop system known as HireNet, and, still in development, the workforce training for a specific occupation or occupational cluster component.

The integration of the Hawaii WIOA Title I program career services are being explored for the Workforce Development Diploma Program IET workforce training component and is categorized into three areas:

- Prevocational career services:
  - Information Technology;
  - Education;
  - Healthcare Services;
  - Creative Media;
  - Engineering/Construction;
  - Natural Resources;
  - Culinary; and
  - Business.
- Eligible training providers:
  - Information Technology;
  - Education;
  - Healthcare Services;
  - Engineering/Construction;
  - Natural Resources;
  - Culinary; and
  - Business.

- Registered apprenticeship providers:
  - o Construction;
  - o Healthcare Services; and
  - o Culinary.

The prevocational career services and eligible training providers are aligned to the in-demand industry sector or occupation. These services provide certificates of completion or competence and have short training time that will incentivize participation in the IELCE IET program.

The registered apprenticeships is another workforce training option that primarily comprises opportunities in the trades and selected opportunities in healthcare and foodservice.

The Workforce Development Diploma Program, when fully developed with the third workforce training component and combined with IELCE, will provide English Language Learner participants workforce placement opportunities. This will contribute to quarter 2 and quarter 4 employment performance indicators, and median wage indicator outcomes.

The incorporation of the Title I program career services in the IET program aligns the adult education program with the workforce development initiatives of the State and workforce development boards. The adult education local service provider is represented on all workforce development boards.

There remain challenges with the IELCE as a program with IET as listed below:

- The local service provider does not have a thorough understanding of IELCE and IET.
  - o Technical assistance professional development will be planned for the next year, PY 2020 – 2021.
- Participants do not have a thorough understanding of the benefits of IELCE and IET.
- Participants utilize English Language Acquisition activities but are not interested in employment opportunities.

Participants' attitudes toward the employment benefits may change once the IET component is completed and implemented. These challenges will be reassessed after the IET program is implemented.

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.*

For PY 2019 – 2020 the State did not adopt new challenging K-12 standards under Title I of the Elementary and Secondary Act of 1965. The State has in place the Common Core Standards for English Language Arts and Mathematics and the Next Generation Science Standards for Science.

The adult education program utilizes the college and career readiness standards for adult education which are derived from the common core standards for English Language Arts and Mathematics.

https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

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.

For PY 2019 – 2020, programs for corrections education served felony offenders in all jails and prisons in Hawaii. Felony, jails, and prisons are defined below:

- A felony is classified as an offense with a possible penalty of more than 1 year in state or local confinement in Hawaii.
- Hawaii jails provide for the secure incarceration of pretrial and very short-term sentence misdemeanant population. Jails are locally situated on each major island. The jails also provide for the transitional sentence felon population and those who have almost completed their felony sentences and are returning to the community. The jail population consists of both male and female inmates.
- Prisons are for felony sentencing longer than a year. There are three prisons in Hawaii; all three prisons are located on the island of Oahu.

Adult education services offered by the local service provider as part of the program for corrections education include high school equivalency preparation, ABE activities, and the Workforce Development Diploma Program, which is an IET program.

The programs and activities are administered year-round in all correctional facilities.

Programs and activities were terminated between March 23, 2020, and June 30, 2020, due to the COVID-19 pandemic. Programs and activities resumed in July 2020.

The recidivism rate for Hawaii is determined by the State of Hawaii Interagency Council on Intermediate Sanctions (ICIS).

In 2002, the ICIS was created with the goal of reducing offender recidivism. ICIS membership includes: The Judiciary, Department of Public Safety, Department of the Attorney General, Department of Health, Office of the Public Defender, Hawaii Paroling Authority, City and County of Honolulu Department of the Prosecuting Attorney, and the Honolulu Police Department. ICIS defines recidivism as criminal rearrests, revocations, technical violations, and/or criminal contempt of court charges reported in the Hawaii Department of the Attorney General's Criminal Justice Information System (CJIS).

ICIS defines recidivism as criminal arrests (most recent charge after supervision start date), revocations, technical violations, and/or criminal contempt of court. The study dataset includes fields from the following information systems: the CJIS; the Community Corrections Adult

Assessment information system created by Cyzap Inc.; the Hawaii State Judiciary's Caseload Explorer information system; and Public Safety Department's Offender Track system.

The most recent overall recidivism rate for Hawaii is 61.7% which was released in a report in June 2020.

The Hawaii Department of Education does not receive recidivism data and does not have an MOU in place with the agencies necessary to obtain this data. As a result, recidivism for adult education participants is not reported. However, a goal for the next year, PY 2020 – 2021, is to explore the steps that will be required to begin the process to receive recidivism data.