

Hawaii Narrative Report 2020 – 2021

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 program 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:

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

In the program year (PY) 2020 – 2021, the adult education program made progress in implementing each of these ongoing five strategies while coordinating with core partners. The work is ongoing and described below.

Strategy 1: Coordinated, Aligned Services

One of the activities under this strategy in the Hawaii WIOA unified state plan is to utilize Memoranda of Understanding (MOU) 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's one-stop centers and the Title I program.

Although integration of the two systems was explored, preliminary information did not identify a simple path to accomplish this. The HireNet system includes 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.

A centralized data system also allows for the establishment of a process to use unemployment insurance data to determine WIOA Quarter 2 employment, Quarter 4 employment, and median wage performance measures. To that end, the federal State Wage Interchange System MOU was completed by the adult education program.

The program has started the process of establishing a Data Sharing Agreement 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, in which the local service provider conducts training for the one-stop center partners and staff.

Strategy 2: 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 substantially overlap in demographics. Native Hawaiians and Pacific Islanders comprise approximately 51% of Hawaii's homeless population, according to the Hawaii Health Data Warehouse.

In PY 2020 – 2021, participants identified as homeless totaled two of the 2,885 participants served by the adult education program. Native Hawaiian participants comprised the second-largest ethnicity group with 567 participants (20%) of the 2,885 participants. 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 two that was reported.

Strategy 3: 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. The IET program 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: 1) prevocational career services; 2) eligible training providers; and 3) 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. Registered apprenticeships are another workforce training option that primarily afford opportunities in the trades and selected opportunities in healthcare and food service.

Strategy 4: 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.

Strategy 5: 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. The University of Hawaii and the Chamber of Commerce of Hawaii coordinate seven sector partnerships statewide, and each island or region has identified sector partnerships to focus on:

- Banking (Oahu)
- Chief Information Officer Council (Oahu)
- Food Manufacturing (Oahu)
- Healthcare (Oahu and Maui)
- Construction/Design Engineering (Oahu)
- Agriculture (Hawaii Island and Kauai)
- Hospitality & Tourism (Statewide)

Sector partnerships include many stakeholders, including the WIOA core partners. Generally, each sector partnership is connected to the regional workforce development board, including the adult education local service provider. The goals for each sector partnership are 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 engagement opportunities are developed with employers to address the talent shortage. A common theme is employability skills. These sector partnership interactions serve as employer input to improve adult education program design, thereby improving participant access to employment.

Professional Development

In PY 2020–2021, 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.
- Instructional practice improvement, 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 development, which includes a combination of technical skill development as well as pedagogy in the context of distance learning. Since the COVID-19 pandemic required full distance learning to be implemented, developing the necessary skills for teachers to operate in this environment was imperative.

The professional development carried out in these three categories addressed the professional development areas specified in section 223(a)(1)(B) listed below, and often, a single professional development activity met 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 of the professional development provided in PY 2020 – 2021 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, teachers are provided the opportunity to better understand and implement the Common Core Readiness Standards (CCRS) for English Language Arts and Literacy and Mathematics through online training provided by Literacy Information and Communication System (LINCS).

Other professional development activities conducted in PY 2020 – 2021 to improve instructional practice included sessions on trauma-informed instruction, data-driven instruction, English Language Arts practice, and teacher observations, and were led by staff from the Hawaii State Department of Education staff and the local service provider.

Instructional systems training was provided by the product vendor as needed to the local service provider throughout PY 2020 – 2021.

Distance learning professional development occurred during different times in PY 2020 – 2021, 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

In PY 2020 – 2021, 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 foundational standards-based system. The areas of an adult education program that benefit from standards include:

- reading, writing, speaking and mathematics
- English language acquisition
- distance education
- professional development

In PY 2020 – 2021, technical assistance did not include the development of resources to further implement standards. However, it included 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 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

In PY 2020 – 2021, technical assistance was provided to the local service provider to carry out its role as a one-stop partner in providing access to employment, education, and training services. Technical assistance was provided in the form of conducting consultation with the local service provider and exploring the use of two options to meet this requirement: 1) the Workforce Development Diploma Program as an IET program; and 2) 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 will be able to provide 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

In PY 2020 -2021, technical assistance was provided to the local service provider regarding the use of technology to improve system efficiencies; this was delivered through consultations 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

In PY 2020 – 2021, the monitoring and evaluation process remained the same as in previous years and consisted of:

- Quarterly submission of WIOA performance data by the local service provider to the State Office.
 - Data submissions were followed by quarterly meetings with the local service provider staff responsible for inputting the data. These meetings included discussions related to the identification and resolution of questionable data.
 - Quarterly meetings were also held 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.
 - Onsite visits generally consist of a presentation by the local service provider site, followed by a discussion related to the desk monitoring review. When possible, classes are observed and feedback is provided to the site administrator.

Due to the COVID-19 pandemic, the onsite monitoring and evaluation process was not carried out. However, it is anticipated to resume in PY 2021 – 2022, with possible modifications such as virtual site visits and modifications to the monitoring with an emphasis on evaluating distance learning and its effectiveness. Enrollment monitoring will also be an area of focus, as enduring effects of the pandemic on the adult education program participation are not yet fully known.

An analysis of PY 2020 – 2021 performance indicators revealed the collection of employment barrier information of participants is an area for improvement for the local service provider in PY 2021 – 2022. Improving information collection practices 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 of reviewing and analyzing performance data of the funded eligible providers spanned PY 2020 – 2021. Each quarter, two meetings between the local service provider staff and the State Office staff were conducted.

The first meeting of each quarter provided an opportunity to review performance data tables and other reports which are generated through the information management system. These meetings involved the local service provider staff responsible for inputting data into the information management system.

In the second meeting of each quarter, the quarterly performance data was reviewed in comparison to the data from the previous year, and discussions occurred regarding how to improve data reporting and related issues such as program improvement. These meetings involved the local service provider administrative staff and the staff that inputs data.

For PY 2020-2021, the state did not meet the Measurable Skills Gain (MSG) target of 40%. Performance indicators for Employment Rate Q2, Employment Rate Q4, Median Earnings, and Credential Rate outcomes and targets are listed in the Hawaii PY 2020-2021 table.

The actual overall MSG performance indicator percentage was 34.38% while the target was 40%, a difference of -5.62%.

Hawaii PY 2020 – 2021

	Total Participants Served Cohort Period: 07/01/2020 - 6/30/2021	Total Participants Exited Cohort Period: 4/01/2020 - 03/31/2021	Employment Rate (Q2) Cohort Period: 07/01/2019 - 06/30/2020	
			Number	Rate
Total Statewide Target			1,086	28.60%
Total Statewide Actual	2,885	1,636	522	16.30%
	Employment Rate (Q4) Cohort Period: 01/01/2019 - 12/31/2019		Median Earnings Cohort Period: 07/01/2019 - 06/30/2020	
	Number	Rate	Earnings	
Total Statewide Target	450	11.30%	\$5,090.00	
Total Statewide Actual	510	15.19%	\$7,930.50	

	Credential Rate Cohort Period: 01/01/2019 - 12/31/2019		Measurable Skill Gains Cohort Period: 07/01/2020 - 06/30/2021	
	Number	Rate	Number	Rate
Total Statewide Target	38	4.70%	1,892	40.00%
Total Statewide	58	6.24%	992	34.38%

The statewide actual MSG in PY 2020 – 2021 was 34.38%, which did not meet the target MSG for that year.

Hawaii PY 2019 - 2020

	Total Participants Served Cohort Period: 07/01/2019 - 06/30/2020	Total Participants Exited Cohort Period: 4/01/2019 - 03/31/2020	Employment Rate (Q2) Cohort Period: 07/01/2018 - 06/30/2019	
			Number	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	
	Number	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	
	Number	Rate	Number	Rate
Total Statewide Target	0	0.00%	0	38.00%

Total Statewide Actual	39	3.54%	1,145	29.89%
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Although the performance target for MSG was not met in PY 2020-2021 difference between the statewide target and actual percentage improved from PY 2019-2020.

MSG	2018 – 2019	2019 – 2020	2020 – 2021
Statewide Target	37.00%	38.00%	40.00%
Statewide Actual	38.51%	29.89%	34.38%

The Statewide Actual percentage increased between PY 2019-2020 and PY 2020 - 2021. The difference between the statewide target and statewide actual percentage is attributed to the ongoing COVID-19 pandemic.

Enrollment	2018 – 2019	2019 -2020	2020 – 2021
	4,731	3,830	2,885

Participants received materials that were made available online by the local provider. Teacher instruction switched to online distance learning during PY 2019 – 2020 and continued through PY 2020 - 2021.

Looking toward PY 2021 – 2022, much has been learned since the pandemic began. The local provider has implemented many changes to address the new normal where face-to-face instruction may resume, but distance learning remains an option. The changes include:

- 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 conduct or provide:
 - registration
 - pre-testing
 - post-testing
 - high school equivalency testing
 - computer access for participants that do not have connectivity

It is uncertain what the total enrollment will be in PY 2021 – 2022 compared with previous years because of the adjustments made due to Covid-19. However, with continued support for distance

learning in place and the inclusion of face-to-face instruction, community schools are able to meet students' needs . Consequently, the MSG for PY 2021 – 2022 is anticipated to improve.

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 Infrastructure Funding Agreement (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 all of its services available 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.

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 State 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 provided 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 known as the Workforce Development Diploma Program was developed. This program includes adult education literacy activities, workforce preparation activities that include registering the participant in the virtual one-stop system known as HireNet, and workforce training for a specific occupation or occupational cluster component (in development).

Integration of the Hawaii WIOA Title I program career services continues to be 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
 - Business.
- Eligible training providers
 - Information Technology
 - Education
 - Healthcare Services
 - Engineering/Construction
 - Natural Resources
 - Culinary
 - Business
- Registered apprenticeship providers
 - Construction
 - Healthcare Services
 - 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 incentivizes participation in the IELCE IET program. Registered apprenticeships are another workforce training option that primarily provide 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:

- The local service provider does not have a thorough understanding of IELCE and IET.
 - Technical assistance professional development will be planned for PY 2021 – 2022.
- 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.*

In PY 2020 – 2021, 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.

In PY 2020 – 2021, programs for corrections education served felony offenders in all jails and prisons in Hawaii. Felony, jails, and prisons are defined as follows:

- A felony is classified as an offense with a possible penalty of more than one year in state or local confinement in Hawaii.
- Jails provide for the secure incarceration of pretrial and short-term sentence misdemeanant populations, and also provide for the transitional sentence felon population, as well as those who have almost completed their felony sentences and are returning to the community. Jails are locally situated on each major island. Jail populations consist of both male and female inmates.
- Prisons are utilized for felony sentencing longer than one year. There are three prisons in Hawaii, all of which 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.

The recidivism rate for Hawaii is determined by the State of Hawaii Interagency Council on Intermediate Sanctions (ICIS). ICIS was created in 2002 with the goal of reducing offender recidivism. Membership includes the:

- Hawaii State 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
- Honolulu Police Department.

ICIS defines recidivism as criminal rearrests (most recent charge after supervision start date), 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). 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 2021. The Hawaii State 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 PY 2021 – 2022 is to explore the steps that will be required to begin the process to receive recidivism data.