

Adult Education and Family Literacy Act Program State Plan for the State of Hawaii FY-2018

Program-Specific Requirements for Adult Education and Family Literacy Act Programs

p>The Unified or Combined State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).

a. Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The Hawaii Department of Education (HIDOE) ESSA plan has adopted the Common Core State Standards for proficiency-based instruction in the K-12 system. HIDOE's adult education program will align its content standards with the Hawaii Common Core State Standards by adopting the College and Career Readiness Standards (CCRS) for Adult Education identified in a 2013 report commissioned by the Office of Career, Technical and Adult Education (OCTAE). The CCRS are content standards selected from the K-12 Language Arts and Mathematics Common Core Standards that are most applicable to adult learners and which were chosen by a panel of experts.

Presently, HIDOE's Adult Education program uses the CCRS for proficiency-based instruction. With the exception of the Competency-Based Community School Diploma Program (C-Based), the curriculum provided through adult education is aligned to the CCRS. Currently, the C-Based program still requires a curriculum gap analysis. Next, the program will be creating CCRS-aligned curriculum to fill those gaps.

While Hawaii's Adult Education program uses the CCRS in the various program areas, work will continue with a process to adopt the CCRS. A standards review panel consisting of stakeholders from multiple role groups will review the CCRS and make recommendations for final approval to the Hawaii Board of Education. Additionally, HIDOE's Adult Education program will request for an adoption of the research-based Adult Education English Language Proficiency Standards (ELPS) for the English Language Learners (ELL). The ELPS has the capability to implement academic content standards in ELA, Adult Basic Education, and career pathways programs.

All adult students who have limited ability in reading, writing, speaking, or comprehending the English language benefit from curriculum and instruction that incorporates foundational knowledge, skills, and abilities that is a prerequisite to pursuing a postsecondary education, training and/or career.

All students are provided with life-changing educational experiences to help them succeed as a worker, parent, and citizen and guide students utilizing career pathways that lead to meaningful certificates and degrees for under-trained adults.

b. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
 1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
 2. Is for the purpose of educational and career advancement.

Under WIOA, the Adult Education and Family Literacy Act (AEFLA) subsection requires “a description of how the eligible agency will develop program strategies for populations that include, at a minimum, low-income students, individuals with disabilities, single parents, displaced homemakers and individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.”

The Department of Education identifies the following characteristics of those most in need of adult education services:

- Adults who lack a high school diploma.
- Disadvantaged and low-skills adults with multiple barriers to educational attainment, employment and economic self-sufficiency.
- Adults who are or have been low-income, incarcerated, single parents and displaced homemakers.
- Adults with limited English proficiency.
- Adults with disabilities.

Under WIOA, the AEFLA subsection requires “a description of adult education and literacy activities that will be carried out with any funds received under this section.”

- **WIOA establishes workforce preparation activities, which “are those services that are designed to help an individual acquire the combination of basic academic skills, critical thinking, digital literacy, job training and self-management skills. While adult education has traditionally supported the development of basic academic skills, workforce preparation will now be required under WIOA...workforce preparation includes developing competencies and obtaining skills necessary to successfully transition to and complete postsecondary education, advanced job training and employment. These competencies are commonly incorporated into definitions of employability skills.”**

Allowable Activities

Adult Basic Education and English Literacy programs, activities, and services will provide Hawaii’s adult learners with the skills to become successful workers, citizens, and family members. Working cooperatively with other state agencies, HIDOE’s integrated education and training initiatives will be implemented to ensure success for Hawaii’s adult population. AEFLA funding will be utilized to develop and implement new opportunities in integrated education and training and workplace literacy.

HIDOE’s adult education program made an alignment to the strategies identified in the U.S. Department of Education report entitled “*Making Skills Everyone’s Business: A Call to Transform Adult Learning in the United States*” with the local agencies. Application of these strategies established workplace skills, effective relationships, and applied knowledge for Hawaii’s low-skilled adults and disconnected youth.

MAKING SKILLS EVERYONE’S BUSINESS

Strategy 1

- Act Collectively to Raise Awareness and Take Joint Ownership of Solutions
- Build partnerships with public and/or private agencies to engage in a call-to-action plan and assist targeted populations with learning opportunities.

Strategy 2

- Transform Opportunities for Youth and Adults to Assess, Improve, and Use Foundation Skills
- Bridge the digital literacy divide by examining traditional instructional practices that can be enhanced by digital tools to improve instructional practices and enrich learning.

Strategy 3

- Make Career Pathways Opportunities Available and Accessible statewide
- Design and implement a statewide career pathway system model with core program areas in FY2016 as required by WIOA.

Strategy 4

- Ensure that All Students have Access to Highly Effective Teachers, Leaders, and Programs

- Pool State Leadership funds with LEA funding to coordinate delivery of high-quality professional development opportunities that support Hawaii’s adult education teachers.

Strategy 5

- Create a “No Wrong Door” Approach for Youth and Adult Services
- Sustain efforts to bridge literacy education and employability skills with local workforce boards and the State Workforce Development Board to build a solid foundation of academic skills and a strong and viable work environment.

Strategy 6

- Engage Employers to Support Upskilling More Front-Line Workers
- Work with state and local providers to increase coordination of education and training programs to better service individuals with low skills, with limited English abilities, and/or with disabilities, and to improve employment outcomes.
- Develop job-shadowing opportunities and internships with local business agencies.

Strategy 7

- Commit to Closing the Equity Gap for Vulnerable Subpopulations
- Enhance work-based learning and community engagement to assist adults to become economically self-sufficient and to help businesses improve productivity.

Adult Education

HIDOE’s adult education program will give priority to the most in need and hardest to serve populations as described in the Needs Assessment. Hawaii Adult Education will work with its WIOA core and other state and local stakeholders to identify and provide access to adults in need of basic education and training services.

HIDOE’s adult education program objectives will be:

- To provide eligible adults with basic academic and social capital skills that will help them become more productive members of the workforce and community.
- To help eligible adults meet personal and life goals, such as developing academic, employability and job training skills, in order that they may move along career pathways toward finding employment, advancing on the job, and support themselves and their families.
- To provide eligible adults with the necessary college and career readiness skills.
- To provide eligible adults with a safe environment so that they are able to meet their education and career goals.

Students enrolled in the **Competency-Based Community School Diploma Program (C-Based)**, a program unique to Hawaii, account for approximately 40% or more of all AEFLA-funded students served in the state each year. The C-Based program primarily appeals to youth who struggled in high school and who want a practical education focused on how to balance

work and home life. The program is open to youth 16 years of age and older who have officially withdrawn from high school, and adults who do not possess a high school diploma or equivalent. C-Based participants typically do not test high enough on either the CASAS or TABE to begin a GED or HiSET course of study. In general, the must score in the low to high intermediate range on the CASAS in order to be enrolled in C-Base programming.

This program is different from the GED in that, at the present time, it features the study of **five** areas of *life competency* rather than a one-time test of reading and math ability. Over **eight months**, students must complete the **Academic Phase** of the program which consists of five six-week units: Health, Government and Law, Community Resources, Occupational Knowledge and Consumer Economics. In addition to attendance requirements, submission of a portfolio of assignments, and individual unit tests, students are required to pass a Mastery Test based on the content of all five units.

Students must also complete a **Career Options Phase**. Each student must decide before the end of the first unit which of the career choices he/she intends to pursue.

1. **Advanced Academic:** The student must be enrolled in an accredited postsecondary school.
2. **Occupational/Vocational:**
 - **Employment:** The student must be gainfully employed on a regular basis for not less than 100 hours over a period of at least three months. A letter verifying employment must be submitted to the school.
 - **Obtain or possess a marketable skill:** The student must submit a state license, certificate of completion or other official document indicating that he/she has a marketable skill or is enrolled in an acceptable training program.
3. **Home Management:** After passing the Mastery Test, the student must demonstrate to a Board of Examiners, by means of an oral examination, whether he/she has acquired the skills necessary to manage a household effectively (including nutrition, first aid, personal hygiene and good health practices, family care, household legal issues, etc.).
4. **Life Management:** Upon passing the Mastery test, the student must pass an oral interview administered by a panel of examiners demonstrating that he/she possesses the ability and skills to effectively manage his/ her life (including issues involving, health, consumer economics, time management, anger management, goal setting, etc.).

The C-Based curriculum was created many years ago, prior to the state's adoption of the CCRS. Revisions and updates have been made over the years, however a complete, systematic alignment of the course content to the CCRS has yet to be done. A plan to strengthen the curriculum will be initiated whereupon the work of building a revised, relevant, rigorous CCRS-aligned curriculum will be in place. The SEA will work with a consultant to advise on and initiate this process and will pull together a working group comprised of C-Based teachers and administrators to establish the steps necessary to overhaul the curriculum, including establishing statewide, clearly defined entrance and graduation requirements. Thus, the process will involve commitment of time and resources from both the state office and the LEAs. In addition, the state

office will seek input from its WIOA community partners and a panel of employers to ensure that the content of the C-Based program is relevant in the context of the workplace today.

Family Literacy

HIDOE's adult education program are providing family literacy services so that eligible adults who want to enhance their own educational skills are able to do so simultaneously with their children. The Waipahu Community School for Adults are gaining momentum in establishing family literacy projects at elementary and middle schools. Family literacy programs are structured around families that have at least one parent who is eligible to receive adult education services and at least one young child. These programs:

- Promote positive interactive literacy activities between the parent and child.
- Provide educational services to the parent so they become partners in the education of their children.
- Contribute to building and maintaining strong family systems, which promote growth and development.

Workplace Adult Education and Literacy Activities

Programs aimed at transitioning students to workplace and/or postsecondary education and training, such as Hawaii's Individualized Career Achievement Network (iCAN) will be sustained and expanded to other local sites. iCAN is a statewide partnership addressing Adult Basic Education and improving work and college readiness. It provides a statewide solution in preparing adult learners with basic skills necessary to enter into the University of Hawaii/Community Colleges system or enter into Hawaii's workforce. Presently, there are iCAN programs at six local adult education sites which are previously fueled in part by funding through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) round 1 grant. Their purpose is to increase the number of low skilled adult learners successfully completing entry and mid-level certificate programs in four fast growing sectors: Energy, Agriculture, Healthcare and Hospitality. Wrap-around services exist and include academic counseling, career exploration, Department of Labor support services, and tutoring and learning labs.

A bridging program, such as iCAN, will be implemented in all local agencies by Fall 2016. Sustainability and funding efforts will be a joint venture of the WIOA core programs and possibly Perkins funding. Currently, the Waipahu Community Schools for Adults are actively engaging in conversations with the WIOA core and mandatory partners to provide streamlined services. A referral protocol was established with the Windward Community College (WCC) that assists the WCC counselors and instructors to identify at-risk students and make direct referrals to the iCAN program for developmental education. At the Leeward Community College (LCC), a procedure for referring students to LCC for registration in credit-level courses, based on TABE scores from the iCAN program, was successfully piloted.

In FY2015 - 2016, a career pathways system will be designed. Implementation of a statewide career pathways system will occur in FY 2018-2019 to emphasize a transition to postsecondary education, apprenticeships, other career training for employability, and to strengthen the alignment with the One-Stop delivery system.

HIDOE’s adult education program will continue to offer programs and services to increase the present workforce activities in the hotel industry, other businesses, and the military.

Workplace literacy classes play an important role in the community. The HIDOE provides classes for adult literacy and basic skills; secondary education services that may lead to a Hawaii Adult Community School Diploma (HACSD); the update/upgrade of skills for workers; and, improved competency of adult workers in speaking, listening, writing, reasoning and problem solving.

Workplace literacy programs focus on the literacy and basic skill education workers need to gain new employment, retain present jobs, increase productivity, and advance in their careers. The focus of these programs includes life skills training and employability skills, such as adult basic education, English Literacy, civics and training in job readiness.

Highly effective statewide professional development for instructors and school-level staff will be initiated to ensure that College and Career (CCR) standards-based instructional materials and methods are geared to individual learning styles and educational needs. Through quality instruction and digital literacy, adult learners will receive direct instruction. With additional support and oversight, recruitment and retention rates should increase.

In addition, the CSAs are currently licensed to administer the National Workplace Readiness Certificate. An adult learner from any program must pass the four tests after each workbook. The goal is to offer the test to any public or private agency with preparation classes at a CSA campus.

Career Pathways -Integrated Education and Training

A career pathway is a series of connected education, employability, job training and support services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector.

Adult Education Career Pathways Service Delivery Model

Component	Strategies
1 Partnerships	<ul style="list-style-type: none">• Formal partnerships with WIOA core partners and other key stakeholders at the local level that support education and workforce development.• Partners include education and training systems, business and industry, workforce and economic development, and community based organizations.
2 Alignment	<ul style="list-style-type: none">• Services align to other education and training systems, such as postsecondary education, so that students are able to transition into entry-level employment and postsecondary programming without the need for remediation.
3 Culture	<ul style="list-style-type: none">• College and career readiness will be the focus of adult education programs to create an environment that supports college and career success.

Component	Strategies
4 Intake/Orientation	<ul style="list-style-type: none"> • Intake and orientation activities will incorporate career assessment, exploration and goal-setting along with approved standardized academic assessments for appropriate placement for services. • WIOA partners will explore a centralized referral, intake, orientation and assessment process to ensure efficient service delivery within the workforce development system.
5 Education, Career and Life Planning	<ul style="list-style-type: none"> • All students will have an Education, Career and Life Plan that includes short- and long- term education, career and life goals and planning. • Services will be guided by individual Plans and students are involved throughout the process.
6 Ongoing Assessment and Learning	<ul style="list-style-type: none"> • Ongoing formal and informal assessment of students is conducted to monitor progress, ensure focus and direct services toward achievement of academic and career success.
7 Career Advising	<ul style="list-style-type: none"> • Students will have the opportunity to receive ongoing academic and career advising services as needed, to keep them progressing through their Education, Career and Life Plans and to assist them with post-program transitions.
8 Contextualized Services Along Pathways	<ul style="list-style-type: none"> • Articulated statewide career pathways are developed and utilized among WIOA partners for service delivery that support local labor market demands and workforce development client needs. • Contextualized academic and career-related services will be provided that are aligned to the College and Career Readiness Standards. • Employers and workforce development partners are involved in the development and implementation of career-related services. • Programs utilize qualified staff and evidence-based services. • Instructional practices incorporate focus, knowledge, coherence, evidence, complexity and rigor. • Services are flexible and are of sufficient intensity and duration in order that students efficiently meet academic and career goals. • Participatory learning strategies are utilized so that students are in control of their own learning and progress.
9 Support Services	<ul style="list-style-type: none"> • Job exposure opportunities for students such as internships, job shadowing and apprenticeships will be offered.

Component	Strategies
10 Data Management	<ul style="list-style-type: none"> • Study skills and college support activities are provided to ensure postsecondary transition success. • Referral to other necessary support services are provided, such as transportation and childcare, to ensure access and persistence in education and training.
11 Evaluation/Continuous Improvement	<ul style="list-style-type: none"> • Performance outcomes are monitored on an annual basis for continuous improvement purposes.
12 Professional Development	<ul style="list-style-type: none"> • Ongoing professional development opportunities are provided for continuous improvement and increased effectiveness, particularly in the areas of College and Career Readiness Standards, Effectiveness Instruction Practices and Career Pathways.

The use of rigorous and challenging academic standards and career pathways that contextualize learning are recognized strategies to promote readiness for postsecondary education and work; therefore, integrated academic and career services will play a key role in adult education under WIOA.

HIDOE’s adult education students will have the opportunity to receive both adult basic education and career-related services, in collaboration with core partners and other relevant stakeholders (such as employers). Our goal is to prepare students to transition as seamlessly as possible to the career pathways opportunities, i.e. certificate and credential programs offered (primarily) by the University of Hawaii/Community College system, labor unions and others, so that all eligible adults will ultimately have what they need to transition into sustainable employment.

HIDOE will continue to provide adult literacy and basic education services, English language proficiency and high-school equivalency preparation, as it has traditionally; however, under WIOA, in collaboration with core partners and other key stakeholders, these services will be integrated with a focus on career services so that adults gain, retain and/or advance in employment.

In addition, adult education will emphasize employability skills defined as the non-technical skills, knowledge and understandings that are necessary to gain employment and participate effectively in the workplace. Often referred to as soft skills, they include skills such as:

Skill	Definition
Verbal and Written Communication	Able to express ideas clearly in speech and in writing.
Teamwork	Work confidently within a group.
Initiative/Self-Motivation	Able to act on initiative, identify opportunities and be proactive in putting forward ideas and solutions.
Planning and Organizing	Able to plan activities & carry them through effectively.
Flexibility	Adapt successfully to changing situations and environments.
Time Management	Manage time effectively, prioritizing tasks and able to work to deadlines.
Self-awareness	Awareness of achievements, abilities, values and weaknesses and what you want out of life.
Confidence	Presents a strong, professional, positive image to others which inspires confidence and commands respect.
Integrity	Adheres to standards and procedures, maintains confidentiality and questions inappropriate behavior.
Tolerance	Maintains effective performance under pressure.
Independence	Accepts responsibility for views and actions and able to work under their own direction and initiative.
Professionalism	Pays care and attention to quality in all their work. Supports and empowers others.
Interpersonal Sensitivity	Recognizes and respects different perspectives. Open to the ideas and views of others.

It is imperative that workers today engage in effective teamwork and problem-solving strategies, use technology, adapt to a changing work environment, communicate effectively, respect different people and perspectives, take responsibility for the quality of their work and learn new skills. It is the goal of HIDOE's adult education program to ensure adults being served through the adult education program will acquire the knowledge and skills in order to be successful in today's workforce.

English Language Proficiency and Civics Education

English Language Proficiency in HIDOE's adult education program serves adults whose native language is other than English. Since Hawaii has a significant and growing immigrant population, English language services are a large part of the enrollment being served in adult education. Currently, these services are designed to help adults learn English so they can meet their personal, academic, employment and citizenship goals as well as for acculturation. However, a new emphasis on serving English language learners will be the integration of employability and job training skills.

Under WIOA, the new program retains the focus on English language proficiency and civics education instruction, but there are new requirements to support stronger ties to employment and the workforce system.

In order to receive Section 243 funds, HIDOE's adult education program will offer workforce training related to in-demand occupations. Since tourism and hospitality are economic growth areas, partnerships will be established with the hotel and travel industry, as well as with restaurateurs, to offer on-the-job training and instruction of employability skills.

English Literacy

Literacy is the ability to understand and employ printed information in daily activities at home, at work and in the community. The English Literacy focus is on teaching 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.

Programs utilize proficiency-based instruction, whole language, language experience, learner-generated curriculum and participatory approaches, as well as work/textbook, video, online, and other commercially prepared adult English Literacy materials. Additionally, a statewide curriculum for the Integrated English Literacy and Civics Education (IELCE) program will be utilized to achieve competence in academic skills that will lead 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).

Effective community members must learn English to make informed decisions and to take sound actions that make a positive difference in their lives, their communities and the world. They do this by integrating some of the following:

- Communicate so that others understand
- Read, view and think critically
- Convey ideas effectively in writing
- Value the uniqueness of all

Content areas in English Literacy might include:

- Listening, speaking, reading and writing in areas of interest and relevance
- Reading comprehension strategies
- Social and interpersonal skill development
- Appreciation of own and others' cultures and values
- Conversation strategies in real-life settings

Specifically, adult learners will be instructed contextually in vital life-navigating skills, ranging from community expectations, fiscal management, personal development and employability, through such subjects as:

- Citizenship, civic responsibilities and government institutions, including background in history, laws and local customs
- Financial institutions, personal budget and fiscal management

- Health institutions, proper health, nutrition and lifestyles
- Educational institutions and opportunities
- Conflict resolution strategies and how to cope with change and new work experiences
- Awareness of work benefits, rights, laws and procedures

By applying this concept of practical learning, HIDOE hopes to develop new or expanded acculturation and citizenship courses. They would specifically offer instruction in (a) community expectations, such as civic duty and awareness; (b) fiscal management skills, such as personal banking and budget planning; and (c) proper health, nutrition and living. As part of the planning and collaborative process, partnerships will be established between Adult Basic Education (ABE), English Literacy (EL) and Adult Secondary English (ASE) educators and other appropriate authorities in order to incorporate relevant content of these additional life skills.

The State's application for IELCE (i.e., section 243) funds will require applicants to describe how they plan to provide English language acquisition and civics education concurrently and contextually. The proposed activities and budget will be reviewed by the State to ensure that they meet all statutory requirements. Based upon our past experience under WIA, we can imagine a typical example of what service delivery might look like at the local level to be similar to the following:

An eligible provider provides the classroom (English language acquisition and civics education) instruction to a specific cohort of students, while partnering with another nonprofit or social entrepreneurial organization that then provides or coordinates timely and well-aligned occupational skills training. For example, a Community School for Adults (DOE) adult education program partners with a non-profit organization to work with a cohort of Pacific Islander immigrants. In this example, the adult education program would provide contextualized English language acquisition instruction that includes general employability, workplace, and financial vocabulary as well as instruction on the rights and responsibilities of citizenship and civic participation. The non-profit organization provides hands-on training and skill building opportunities in, for example, agricultural irrigation system installation.

Special Rule:

The Special Rule directs HIDOE, when awarding a grant or contract under this section, not to use any funds made available for the purpose of supporting or providing programs, services or activities for individuals who have not attained 16 years of age or who are not enrolled or required to be enrolled in secondary programs under state law, except if such programs, services or activities are related to family literacy services.

Any provider who conducts a family literacy program under the auspices of the Act must report progress according to core indicators established under the family literacy definition of activities:

- Interactive literacy activities between parents and their children,
- Training for parents to be primary teachers and full partners in the education of their children,
- Parent literacy training that leads to economic self-sufficiency,
- Age-appropriate education to prepare children for success in school and life.

Under WIOA, HIDOE will emphasize a systemic, collaborative interagency approach to adult education and will establish more links to and partnerships with job training programs. Since 2014, HIDOE has been collaborating with core partners and other key stakeholders in order to strategize the foundations for a comprehensive career pathways service delivery system. This group is comprised of professionals in labor, education, business and industry, social services, health and policy makers. The stakeholder group will:

- Assist adult education with developing and implementing a comprehensive career pathways service delivery model, including seamless transitions to established career pathways
- Integrate adult education services with other key support services, particularly those of mandated core partners under WIOA, through the development of the WIOA Unified State Plan and other interagency agreements and memoranda of understanding,
- Forge additional partners with other key state and local stakeholders involved with workforce and economic development,
- Continued collaboration with business and industry to establish articulated career pathways, workplace literacy, job exposure opportunities such as internships and apprenticeships and other resources.

WIOA demands strong collaboration among core partners and other state and local agencies in order to provide integrated, aligned and streamlined services to low-skilled adults. The following agencies/stakeholders are part of this collaborative:

- Hawaii Community Schools for Adults
- Hawaii Department of Education
- Hawaii Department of Labor and Industrial Relations, Employment Services
- Hawaii Department of Public Safety, Division of Corrections
- University of Hawaii, Community Colleges
- Job Corps
- Hawaii Department of Immigration Services
- Hawaii Department of Human Services, Division of Vocational Rehabilitation
- Workforce Development Boards, One-Stop Systems
- Career and Technical Education
- Hawaii State Legislators
- U.S. Armed Forces
- Business and Industry
- Governor's Office
- Workforce Development Council

HIDOE's adult education program will continue to report performance measures through the National Reporting System as required under WIOA. The National Reporting System is an accountability system for reporting core indicators of performance for federally funded adult education programs (as required under WIOA, AEFLA subsection). This reporting system includes a set of student measures to assess the impact of adult education services and for continuous improvement.

HIDOE's adult education program will use two student assessment systems: the Test of Adult Basic Education (TABE) for English speaking students, and the Comprehensive Adult Student Assessment System (CASAS) for non-English speaking students. These assessments deliver comprehensive diagnostic and prescriptive information, establish measurable learner goals, document learner outcomes and report program effectiveness to students, staff, administrators, policy makers, and funders. Hawaii continues to integrate academic competencies with instructional strategies to evaluate, in part, the effectiveness of the adult education system. Both CASAS and TABE are approved standardized assessments by the U.S. Department of Education.

The State of Hawaii will continue to use TOPSpro Enterprise, a computerized database management system offered as part of CASAS, to track student information and performance. TOPSpro Enterprise is designed to automate CASAS scoring, generate reports for staff, track student progress, provide individual and class profile data, report individual and program results and serve as a source of data for state and federal accountability.

The HIDOE requires all eligible providers for sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. HIDOE ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers through the grant management system. During the initial period of the grant submission process, any eligible agency that contacts the HIDOE with an interest in participating will be provided the information needed. HIDOE believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access. HIDOE uses the considerations specified in section 231(e) of WIOA to fund eligible providers by incorporating each of the considerations into the narrative portion of the application. HIDOE attaches a point-based scoring rubric weighting each of the considerations. Applicants must provide narrative detail to demonstrate how they will meet each consideration.

The HIDOE will make available no less than 82.5 % of the federal grant award to eligible providers in the form of allocation notices or contracts. Additionally, up to 20% will be extended for adult education services to correctional facilities. The HIDOE and each grant recipient will be limited to a maximum of 5% of their total award for administrative costs.

The application process will be designed such that eligible agencies will be invited to apply for funding from Section 231, and/or Section 225, and/or Section 243 funds, in one or more counties, depending upon their infrastructure, service area, and expertise. The criteria for funding will be prioritized around the funding considerations outlined in WIOA Section 231(e). The application will include separate sections for each category of funding and will require detailed descriptions of services, budget narratives, etc., broken down by Section and by county(ies) to be served. The HIDOE reserves the right to award grants based on an application in its entirety or on specific sub-parts. The HIDOE will compete Title II funds every 3 years; however, each year -provided a federal Title II allocation award is received- grantees will receive continuation funding based on the submission of an annual grant application and effective performance.

The HIDOE anticipates that applications for funding will be received by large agencies operating across all (or several) counties, but by no means will the State discourage or impede smaller agencies that operate within a single county or who wish to address their services to a single category of funding from applying for funds.

The HIDOE will review eligible provider requests for an increase in local administrative costs above the 5% limitation on an individual basis. A determination will be made on the prevailing circumstances unique to each local provider’s situation.

Eligible Providers

Eligible providers for a grant award under the WIOA Title II include:

- 1) A local education agency
- 2) A community-based organization of demonstrated effectiveness
- 3) An institution of higher education
- 4) A public housing authority
- 5) A faith-based organization of demonstrated effectiveness
- 6) A library
- 7) A consortium of agencies
- 8) For- and non- profit agencies of demonstrated effectiveness who are able to provided adult education services

Upon analyzing the economic and workforce information provided in the Common Elements Section II of Hawaii’s Unified Plan, HIDOE will focus AEFLA services on areas that emerged as critical for Hawaii to address within the workforce development system. These priorities, which will be explicitly requested to emphasize in the application process for eligible grantees include:

- Services to homeless individuals and Native Hawaiians with the intent of getting them into the workforce.
- Providing integrated education and training services to low-skilled jobseekers along career pathways with the intent of transitioning them into postsecondary programming or employment.
- Providing more workplace training programs to help under-employed youth and adults advance in employment to a sustainable wage.

Application Process

The HIDOE will adhere to the regulations in the Hawaii Administrative Rules on Procurement. The following suggested timeline will be utilized in the application process of Request for Proposals (RFPs).

EVENT	Timeframe
Funding Availability Notification (RFP)	March

EVENT	Timeframe
Formation of Screening Committee	April
Application Deadline	May
Review and Rating of Grant Applications	June
Acceptance/Rejection Notification	July
Final Notification of Grant Awards	August
Program Year Begins	September

Funding Availability Notification

The HODOE, in collaboration with WIOA core partners, will develop the Request for Proposals and announce the availability of grant funds under the auspices of WIOA Title II. The following communication mechanisms will be used to publicize the information:

- The announcement will be sent to the USP partners and other agencies involved in the workforce development system.
- The announcement will be disseminated through online statewide news and information websites, specifically on the Hawaii Community Education and State Procurement websites.

The RFP will contain information pertaining to:

- 1) Type of grant
- 2) Contact person to obtain RFP guidelines
- 3) Grant application due date
- 4) Other pertinent information

Review and Selection Committee

The RFP review and selection committee will be comprised of the USP partners and other relevant stakeholders as deemed appropriate by the core partners. The committee will evaluate and rate each proposal based on the screening criteria. Once the committee has made recommendations to the Department of Education regarding tentative acceptance/rejection of proposals, the providers are notified.

Application Submittal

Eligible providers will be required to submit their completed RFP by the specified deadline to:

Hawaii Department of Education
 Community Education Section
 475 22nd Avenue, Room 202

Honolulu, HI 96816

The HIDEOE will screen submitted RFPs for completeness and date stamp them upon receipt to ensure only those received by the deadline are considered for acceptance.

Selection Process

Applications to provide adult education services as described and authorized under Title II of the Workforce Innovation and Opportunity Act will be reviewed by the Selection Committee. The HIDEOE will attach a point-based scoring rubric weighting the considerations, including those specific to each subpart (231, 225 and 243). Applicants will be required to provide narrative detail (including a budget narrative) to demonstrate how they will meet each consideration.

The following represents the suggested evaluation criteria, based on the funding considerations described in WIOA Section 231 (e):

Criteria	Point Value
Measurable Goals	10
Past Effectiveness	5
Serving Most in Need	10
Intensity of Services	10
Effective Practices	5
Technology	5
Contextualization/Career Pathways	10
Staffing	5
Coordination and Collaboration	10
Flexibility and Support	10
Data Management	5
Budget	10
Staff Professional Development	5
Total	100

Family Literacy

Eligible providers (as described above in this section) with programs that offer a comprehensive family literacy component will be evaluated according to the same proposed criteria outlined above as well as the following additional criteria:

Criteria	Point Value
Interactive Parent/Child Activities	10
Parent Education	10
Adult Education	10
Child Education	10
Total	40

The HDOE ensures that all eligible providers have direct and equitable access to apply for grants and contracts, and the same grant or contract process is used for all eligible providers.

The Procurement and Distribution Office will announce the availability of grant funds under the auspices of WIOA Title II. The following channels of communication will be utilized to publicize the information and ensure direct and equitable access. (This is described in the “Eligible Providers” section.)

In FY2017, the WIOA Title II funding was fully awarded to the Local Education Agency (LEA). No other agency/organization applied for the grant.

Special Rule

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

c. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II, subtitle C, any of the following academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;

- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The HIDEOE requires all eligible providers for sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. HIDEOE ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers through the grant management system. During the initial period of the grant submission process, any eligible agency that contacts the HIDEOE with an interest in participating will be provided the information needed. HIDEOE believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access. HIDEOE uses the considerations specified in section 231(e) of WIOA to fund eligible providers by incorporating each of the considerations into the narrative portion of the application. HIDEOE attaches a point-based scoring rubric weighting each of the considerations. Applicants must provide narrative detail to demonstrate how they will meet each consideration.

Section 225 (Corrections)

Eligible providers who apply for funds to offer literacy services within the context of corrections/institutional settings will be evaluated according to the same proposed criteria outlined in VI-AEFL B.1. In addition their applications will be required to include the assurance that individuals who are likely to leave the correctional institution within five years of participation in the program will be given priority of service.

Corrections Education

Under WIOA, the Adult Education and Family Literacy Act subsection requires that “each eligible agency will carry out adult education for incarcerated adults, and allows 20% of the 82.5% of the direct-service funding to support the cost of this program and that priority be given to those individuals who are within five years of release from incarceration.” HIDEOE will award 20% of the 82.5% direct-service grantee funding for correctional education.

The following services are provided in Hawaii’s correctional facilities: adult education and literacy services, English language and civics education services, integrated education and job training, college and career readiness services, and high school equivalency preparation.

The HIDEOE and the Department of Public Safety work in coordination to provide jointly-funded basic skills education programs and services to Hawaii’s eligible incarcerated population. Program offerings for the institutionalized are basically the same as those for the eligible target populations. Special education programs are offered by the HIDEOE’s Special Education Section to meet unique needs of the institution’s eligible population.

HIDOE will give priority to programs serving individuals who are likely to leave incarceration and transition back into society with five years of participation in adult education.

Adult education services are offered in the following types of correctional facilities:

- Prisons
- Jails
- Reformatories
- Work Farms
- Detention Centers
- Halfway Houses
- Community-based Rehabilitation Centers

The purposes of correctional education will be to:

- Reduce recidivism by supporting incarcerated and formerly incarcerated individuals' access to career pathways opportunities through innovative approaches that support academic achievement and transition to postsecondary training;
- Prepare individuals for life outside of the institution and provide job readiness in collaboration with workforce partners;
- Increase the number of incarcerated adults completing a HSE credential, entering postsecondary education and training, entering/retaining employment, and improving basic or English language skills.

d. Integrated English Literacy and Civics Education Program

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

English Language Proficiency and Civics Education

English Language Proficiency in HIDOE's adult education program serves adults whose native language is other than English. Since Hawaii has a significant and growing immigrant population, English language services are a large part of the enrollment being served in adult education. Currently, these services are designed to help adults learn English so they can meet their personal, academic, employment and citizenship goals as well as for acculturation. However, a new emphasis on serving English language learners will be the integration of employability and job training skills.

Under WIOA, the new program retains the focus on English language proficiency and civics education instruction, but there are new requirements to support stronger ties to employment and the workforce system.

In order to receive Section 243 funds, HIDOE's adult education program will offer workforce training related to in-demand occupations. Since tourism is an economic growth area,

partnerships will be established with the hotel and travel industry to offer on-the-job training and instruction of employability skills.

English Literacy

Literacy is the ability to understand and employ printed information in daily activities at home, at work and in the community. The English Literacy focus is on teaching 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.

Programs utilize proficiency-based instruction, whole language, language experience, learner-generated curriculum and participatory approaches, as well as work/textbook, video, online, and other commercially prepared adult English Literacy materials. Additionally, a statewide curriculum for the Integrated English Literacy and Civics Education (IELCE) program will be utilized to achieve competence in academic skills that will lead 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).

Effective community members must learn English to make informed decisions and to take sound actions that make a positive difference in their lives, their communities and the world. They do this by integrating some of the following:

- Communicate so that others understand
- Read, view and think critically
- Convey ideas effectively in writing
- Value the uniqueness of all

Content areas in English literacy might include:

- Listening, speaking, reading and writing in areas of interest and relevance
- Reading comprehension strategies
- Social and interpersonal skill development
- Appreciation of own and others' cultures and values
- Conversation strategies in real-life settings

Specifically, adult learners will be instructed contextually in vital life-navigating skills, ranging from community expectations, fiscal management, personal development and employability, through such subjects as:

- Citizenship, civic responsibilities and government institutions, including background in history, laws and local customs
- Financial institutions, personal budget and fiscal management
- Health institutions, proper health, nutrition and lifestyles
- Educational institutions and opportunities
- Conflict resolution strategies and how to cope with change and new work experiences
- Awareness of work benefits, rights, laws and procedures

By applying this concept of practical learning, HIDOE hopes to develop new or expanded acculturation and citizenship courses. They would specifically offer instruction in (a) community expectations, such as civic duty and awareness; (b) fiscal management skills, such as personal banking and budget planning; and (c) proper health, nutrition and living. As part of the planning and collaborative process, partnerships will be established between Adult Basic Education (ABE), English Literacy (EL) and Adult Secondary English (ASE) educators and other appropriate authorities in order to incorporate relevant content of these additional life skills.

English Language Proficiency and Civics Education and *English Literacy* and will be integrated throughout the ELL program under WIOA. Priority of services will be given to students who need to acquire English language skills and job training as they work toward citizenship and employment.

2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

The HIDOE requires all eligible providers for sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. HIDOE ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers through the grant management system. During the initial period of the grant submission process, any eligible agency that contacts the HIDOE with an interest in participating will be provided the information needed. HIDOE believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access. HIDOE uses the considerations specified in section 231(e) of WIOA to fund eligible providers by incorporating each of the considerations into the narrative portion of the application. HIDOE attaches a point-based scoring rubric weighting each of the considerations. Applicants must provide narrative detail to demonstrate how they will meet each consideration.

In Hawaii, section 243 funds will be awarded to eligible providers through the competitive application process outlined above. Funds will be used to support the operational expenses of local IELCE programs, including teacher salaries and benefits, classroom supplies, textbooks, and other items necessary to carry out instruction in English language acquisition, workforce preparation activities, and civics education. While Hawaii plans to issue guidance and technical assistance to eligible providers on how to co-enroll participants in occupational training, as appropriate, we also anticipate that some section 243 funds may be used for similar expenditures to provide occupational training as part of an integrated education and training program in a limited number of cases.

Section 243 (Integrated English Literacy/Civics Education)

Eligible providers who apply for funds to offer literacy services within the context of Integrated English Literacy and Civics Education will be evaluated according to the same proposed criteria outlined in VI-AEFL B.1. In addition, their applications will be evaluated based their specific plans to provide English language acquisition and civics education concurrently and contextually with occupational training as part of an integrated education and training program.

The State’s application for IELCE (i.e., section 243) funds will require applicants to describe how they plan to provide English language acquisition and civics education concurrently and contextually. The proposed activities and budget will be reviewed by the State to ensure that they meet all statutory requirements. Based upon our past experience under WIA, we can imagine a typical example of what service delivery might look like at the local level to be similar to the following:

An eligible provider provides the classroom (English language acquisition and civics education) instruction to a specific cohort of students, while partnering with another nonprofit or social entrepreneurial organization that then provides or coordinates timely and well-aligned occupational skills training. For example, a Community School for Adults (DOE) adult education program partners with a non-profit organization to work with a cohort of Pacific Islander immigrants. In this example, the adult education program would provide contextualized English language acquisition instruction that includes general employability, workplace, and financial vocabulary as well as instruction on the rights and responsibilities of citizenship and civic participation. The non-profit organization provides hands-on training and skill building opportunities in, for example, agricultural irrigation system installation.

Hawaii received acceptance into the “Building Opportunities Collaborative” since it has a significant and growing immigrant population. English language services are a large part of the enrollment being served in adult education. In Hawaii’s Department of Education Adult Education program, McKinley Community Schools for Adults (MCSA) has the largest student population of English Language Learners. MCSA provides services that enable committed adults to acquire basic and more advanced skills needed to function effectively as parents, workers and citizens of the United States of America. Such skills include literacy and English language instruction on the rights and responsibilities of citizenship and civic participation; and workforce readiness and employability skills training. MCSA utilizes Burlington English to integrate English language lessons with Civics and workforce preparation. MCSA continues to partner with the United States Citizenship and Immigration Services (USCIS) to offer naturalization test preparation sessions.

Students who express an interest in developing workplace skills will be referred to IEL/CE courses, which will emphasize workforce training. In addition, MCSA provides statewide educational services to the Institutionalized.

e. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

The HIDEOE will use funds made available under section 222(a)(2) to enhance the quality of programming in the adult education system. HIDEOE’s adult education program will use 12.5% of its funding for state leadership activities, primarily in the form of professional development for state and local program staff.

Activities to be supported with federal leadership funds and extended using State funding include:

(A) The HIDEOE will work collaboratively with other core programs and partner agencies to align and coordinate services for program participants. Leadership funds will be used to build the

capacity of grantees to coordinate and align services by cross-training staff on intake/orientation, eligibility screening, and referral between partners, and other joint mechanisms developed through agency partnerships. In addition, the development of all components of career pathways will continue to be a priority with a focus on bridge programming and integrated education and training.

(B) Hawaii supports a statewide Adult Basic Education professional development (PD) advisory committee that meets quarterly to identify key present and future PD needs, develop PD plans and resources, identify and implement best practices in PD, coordinate PD activities, and review evaluation data from activities for continuous improvement of an efficient and effective PD system.

- State leadership funds will be used to support PD activities that focus on a variety of areas of emphasis, including content standards implementation, evidence-based reading instruction (EBRI), adult learning, research-based instructional methodologies, volunteer training and management, effective program management, integrated education and training, bridge programming, transition to postsecondary education, use of technology, distance education, universal design, serving students with disabilities, and volunteer training and recruitment. The HODOE contracts for ABE professional development services related to research-based literacy, numeracy, English language instruction, content standards, and transitions. These PD activities include Student Achievement in Reading (STAR) training and technical assistance; EBRI study circles, online courses, and resource dissemination; and implementation of content standards. In addition, the HODOE contracts to deliver PD and technical assistance in the arena of serving adults with disabilities. The disabilities service provider also provides training on using Universal Design for Learning principles and strategies to address the varied needs of adult learners.

(C) The HODOE will deliver technical assistance to eligible providers to enhance program effectiveness, increase the ability of providers to meet established performance standards, and fulfill obligations associated with being a one-stop partner. Specific areas of focus will include:

(1) Increasing the capacity of instructors and programs to provide quality instruction in the areas of reading, writing, speaking, mathematics, English language acquisition, and distance education via implementation of professional development activities and associated technical assistance such as:

- STAR training and Evidence-Based Reading Instruction study circles;
- EBRI and writing online courses;
- Annual Language and Literacy Institute;
- Low-literacy Adult ESL Study Circles;
- Adult Numeracy Initiative (ANI) cohort training;
- Annual Math Institute;
- Distance learning professional development cohorts;
- Distance Learning Basics online course; and
- Online resource libraries in the areas of EBRI, STAR, writing, adult ESL, numeracy, writing, content standards, transitions, content standards, and project-based learning.

(2) Enabling providers to establish, build upon, or maintain effective relationships with other core providers via training on referral systems, data sharing/reporting, integration of education with occupational training, and transition strategies for postsecondary enrollment or employment.

(3) Using technology to improve program effectiveness through training and technical assistance focused on preparing instructors and program administrators to identify and utilize technology to enhance instruction, programming, and distance education. The HIDOE contracts to provide PD in the area of technology through activities such as face-to-face and online training in a variety of areas, including educational technology, digital literacy instruction, and distance learning. In addition, other training and technical assistance focuses on effective use of the statewide data system to maintain accurate student data and continuously improve programming.

The HIDOE and PD providers will employ a variety of methods to ensure that information about proven or promising practices and models is disseminated to eligible providers and practitioners working in the ABE system. These will include activities such as:

- Local program site visits;
- Sessions at state and regional conferences showcasing promising practices and models;
- Webinars showcasing promising practices and models; and
- Job-embedded professional development activities, including professional learning communities, study circles, and peer observations.

The State will provide grantee oversight to include data monitoring, site visits, and a program improvement process for low-performing grantees.

The Adult Education Advisory Council was established by Section 301 of the Hawaii Revised Statutes. The Council members are Board-appointed volunteers from businesses, postsecondary education, and agencies such as Job Corps. The primary responsibilities are to provide community input and advisory service to State Board of Education regarding the programs and needs for adult education in the State of Hawaii.

Based on a program needs assessment conducted in FY16, the Department of Education will emphasize the following professional development for adult education state in FY17:

- College and Career Readiness Standards
- Developing and Implementing Career Pathways
- Providing Contextualized Instruction

HIDOE's adult education program will look at program data and the results of a needs assessment, along with funding availability, to determine professional development that will be offered each year to improve teacher quality and program effectiveness. The LEAs will be responsible for budgeting adequate funds to compensate instructors and other staff members for their required participation in professional development.

Leadership funds will be spent in five distinct but interrelated areas. They are intended to address program improvement by facilitating regular, thoughtful data analysis, updating key curriculum to meet student needs, and promoting effective instruction through varied and flexible professional development opportunities determined in large part by providers themselves.

1. Approximately half of the State Director’s position will be devoted to analyzing reasons for declining enrollment, service area gaps, and lack of benchmark attainment, and to promoting infrastructure and institutional culture changes to address these issues. The State Director will devote her energy to coordinating and facilitating new partnerships with WIOA core partners as well as partnerships with employers and other agencies to strengthen the services offered by service providers. She will oversee and orchestrate the implementation of professional development opportunities, use of data to drive decisions at both the state and local level, and allocation of resources to target specific deficits.
2. Leadership funds will be used to pay for two state-level part time positions. This support is critical since the State Director is the ONLY full time position in the state office of adult education. One position will be devoted to compiling timely and accurate data on enrolment and benchmark attainment and disseminating this information to administrators and stakeholders (including teachers) to facilitate forthright discussion, analysis, and “course corrections” to meet student needs. The second position will be devoted to providing assistance to the Director in areas deemed to be priorities, including helping to coordinate professional development, especially in reading instruction which is this individual’s area of expertise.
3. As noted elsewhere in this plan, Students enrolled in the Competency Based Community School Diploma Program (C-Base), a high school equivalency program unique to Hawaii, account for approximately 40% or more of all AEFLA-funded students served in the state each year. The C-Base curriculum was created many years ago, prior to the state’s adoption of the College and Career Readiness Standards. Revisions and updates have been made over the years, however a complete, systematic alignment of the course content to the CCR standards has yet to be done. Leadership funds will be used to hire a consultant to advise on and initiate this process, beginning with a gap analysis. A working group comprised of C-Base teachers and administrators will work with this consultant to begin the steps necessary to overhaul and modernize the curriculum to meet today’s student needs and workplace demands.
4. Leadership funds will be earmarked for a modest amount of out-of-state travel to allow key personnel to attend national meetings and conferences in order to bring back and disseminate information on promising practices. In addition, funds are allocated for local provider agency personnel to attend quarterly meetings to promote cohesion, coordination and timely data analysis for ongoing improvement efforts.
5. Finally, a significant portion of Leadership funds will be made available on an application basis to local providers in the form of flexible, need-driven “mini-grants” to support the documented professional development needs of their teachers and staff. These funds may be used to pay teachers to attend trainings or participate in “communities of practice,” reimburse online course fees, and/or to purchase or create PD training materials specific to their own identified needs.

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

HIDOE’s adult education program will use 12.5% of its funding for state leadership activities, primarily in the form of professional development for state and local program staff.

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f. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

HIDOE 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 focus of evaluation will be the effectiveness of state and local providers in attaining core indicators of performance that are negotiated with the U.S. Department of Education, as well as the efficiency and effectiveness measures among core partners of the Unified State Plan.

HIDOE’s adult education program will continue to monitor strategies and processes in attaining performance measures, and will track student performance, persistence, goal achievement and transition outcomes.

A comprehensive evaluation of the federally-funded adult education program will be conducted annually and will address the extent to which local providers are meeting the priorities for AEFLA funding:

- 1) Measurable Goals - degree to which the eligible provider will establish measurable goals for participant outcomes that are aligned to federal core indicators of performance.
- 2) Past Effectiveness - the past effectiveness in improving the educational functioning level of students and in achieving academic and career goals, including transition into postsecondary and/or employment. After the state has negotiated performance measures, the state must take into account how well the provider met or exceeded such measures, especially with respect to those adults who are hardest to serve and most in need.
- 3) Serving the Most in Need - the commitment of the eligible provider to serve individuals in the community most in need of adult education services, including individuals with low-income or who have the lowest skill levels.
- 4) Intensity of Services - whether the program is of sufficient intensity and duration for participants to achieve substantial learning gains and achieve education and career goals; and

uses evidence-based instructional practices that are aligned to the College and Career Readiness Standards.

- 5) Effective Practices - whether the academic and career services being provided are evidence-based.
- 6) Technology - whether the services effectively integrate current technology, both as a tool for learning and the use of computers.
- 7) Contextualization/Career Pathways - whether adult education services are provided in a contextualized manner so that students are able to apply their learning to the real world, particularly in the context of job and career.
- 8) Staffing - whether local providers have well-qualified and experienced teachers and program staff providing adult education services.
- 9) Coordination and Collaboration - whether local providers are coordinating adult education services with services of other local providers through well-defined, formal partnership agreements.
- 10) Flexibility and Support - whether adult education providers accommodate flexible schedules and offer support services for access and persistence.
- 11) Data Management - whether local providers manage a comprehensive and secure information management system in order to report state and federal outcomes, as well as monitor performance for continuous improvement.
- 12) Budget - whether the proposed budget and detailed budget narrative logically supports the services being provided as well as the outcomes that are intended.
- 13) English Language Proficiency and Civics Education - whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

Each local provider must report on the following student performance measure:

- 1) Educational Gain - standardized assessment gains in the lowest skill area upon placement in reading/writing, math, or English language proficiency.
- 2) Transition - placement and retention in postsecondary education, advanced job training, unsubsidized employment or career advancement.
- 3) High School Equivalency - receipt of a high school equivalency diploma.
- 4) Student Goals - attainment of learner-identified goals.
- 5) Family Literacy - same as above for adults/parents, but including age-appropriate performance measures for participating children.

Monitoring and Technical Assistance

HIDOE's adult education program will conduct annual site visits to monitor performance and to provide technical assistance to local providers for the purpose of evaluation and continuous improvement. They will monitor 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 English Language Proficiency and Civics Education.
- 7) Whether the program is using high-qualified teachers and program staff.
- 8) Whether the program is using an effective data management system and conducting appropriate follow-up of academic and transition goals.

All local providers will be required to submit mid and annual reports that reflect participation and performance measures. In order to ensure funds are being distributed and used appropriately, funds will be disbursed on a reimbursement-only basis, and monitored based on the numbers served and reallocated where appropriate.

Professional Development Quality Assessment

Participants are surveyed after all workshops, conference presentations, and webinars to evaluate and provide feedback on the activity or event. In regional workshops, changes are made to future workshops based on input from participants. Programs review student data to determine if the training impacted student outcomes and also to determine areas where additional training may be needed. The annual training plan includes State priorities, input from surveys about training needs, and advice from a statewide professional development advisory committee. Survey results are reviewed with the professional development advisory committee to decide how the training would best be delivered, face-to-face or through online webinars. Workshops conducted on college and career readiness have been formatted for online courses, which include a post-test to determine if the learning objectives were met. Best practices are identified in the advisory committees, and this may result in a webinar delivered through the HIDEOE or presented at the annual conferences conducted by the state leadership professional development providers. Data from HSE test results are reviewed to determine areas in which students may need additional instruction. Math instruction for HSE preparation and Adult Basic Education courses will continue to be a priority for regional trainings and webinars.

Certifications

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. Yes
2. The State agency has authority under State law to perform the functions of the State under the program. Yes
3. The State legally may carry out each provision of the plan. Yes

4. All provisions of the plan are consistent with State law. Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes
8. The plan is the basis for State operation and administration of the program. Yes

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission

of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **State of Hawaii Department of Education**

Full Name of Authorized Representative: **Christina M. Kishimoto, Ed.D.**

Title of Authorized Representative: **Superintendent**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)

(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

Assurances

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes
4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes
5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and Yes
6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Yes
7. The eligible agency agrees that in expending funds made available under title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). Yes

Section 427 of the General Education Provisions Act (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program

beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the instructions posted at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

Applicants of the WIOA Title II funding will engage in provisions such as extended seat time, use of large-print materials and tests, and admission into the Competency-Based program. Furthermore, the applicants will:

1. Assess the special needs of individuals requiring accommodations and ensure that the campus' facilities for individuals with physical impairments allow access to the building, classrooms, and restrooms.
2. The Transition Counselors, Registrars, Vice Principal or designee will serve as the counselor for students with special needs and will assist with the planning for the individual's with special learning needs and for coordinating the delivery of appropriate educational services at each campus.
3. Assess the academic level of each student to ensure proper placement and provide reasonable accommodations as a part of the enrollment process at each campus. Administer the CASAS or TABE as appropriate for each participant utilizing the state assessment policy as a reference if needed.
4. The registrars will establish a data collection and data entry process to ensure that any student who meets the NRS definition of Disabled is accurately reflected in the data.
5. Registrars, Vice Principals or designee will direct students to the GED or HiSET Administrator for special accommodations for GED or HiSET test. Once approved, the testing center examiners will ensure that these accommodations are made available to the examinee. (Refer to GED or HiSET policy regarding accommodations for exams and the process for requesting accommodations.)
6. Make available an orientation or brochure regarding program offerings at each campus. Also, refer potential students to McKinley Community School's website for in-depth information regarding the school, mission, programs, semester offerings, etc.
7. When appropriate refer students to the Division of Vocational Rehabilitation if they are interested and meet the requirements of the program.