

# 2024-2027 WIOA State Plan

## AEFLA Section (12/21/23)

(Page 100, 2022-2023 Hawaii WIOA State Plan)

### II. STRATEGIC ELEMENTS

(a) Economic, Workforce, and Workforce Development Activities Analysis.

(2) Workforce Development, Education and Training Activities Analysis. The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above.

This must include an analysis of—

(A) The State's Workforce Development Activities. Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required[1] and optional one-stop delivery system partners.[2]

(B) The Strengths and Weaknesses of Workforce Development Activities. Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

(C) State Workforce Development Capacity. Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above.

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#### Title II AEFLA:

##### Workforce Development, Education, and Training Activities Analysis

Adult education and literacy services are provided statewide through eligible local programs by a competition for AEFLA funds as required by 34 CFR 463 Subpart C, *How Does a State Make an Award to Eligible Providers?* A competition for approximately 1.5 million dollars in AEFLA funds will be held in 2024 to provide the following AEFLA services.

##### Adult Basic Education

The Adult Basic Education (ABE) program provides students with basic skills in English language arts and mathematics. A model ABE program provides comprehensive services to meet the diverse educational needs of students and prepares them to transition to secondary education and job preparation classes. ABE programs include reading, writing, and

computational skills necessary for functioning at levels comparable to students in the first through eighth grades. Courses may be remedial for students, or they may provide educational opportunities for students who speak but do not read English. These programs also help students develop job readiness skills to gain employment, advance on the job, or enter adult secondary education classes.

### Adult Secondary Education

The Adult Secondary Education (ASE) program provides a curriculum that enables adults to attain a high school diploma (HSD) or a high school equivalency (HSE) certificate. Subjects include mathematics, English language arts, history, science, government, and other courses required to complete the credits, or gain the knowledge necessary, to attain an HSD or pass an HSE test. The ASE program is conducted within flexible time frames. It provides knowledge and skills necessary for adults to gain self-sufficiency, and employment, and to be able to transition into advanced postsecondary and career programs.

### English Language Acquisition

The English Language Acquisition (ELA) program prepares adult learners to speak, read, and write English fluently. Students are placed, via language proficiency assessments, in one of six levels of instruction: beginning literacy, beginning low, beginning high, intermediate low, intermediate high, and advanced. The assessments used to progress from one level to another measure general language proficiency and specific standards mastered. Key objectives are as follows:

- Provide students with the ability to use English that is accurate and appropriate in a variety of academic and social settings.
- Develop students' receptive English language skills of listening and reading comprehension.
- Develop students' productive English language skills in speaking and writing.
- Integrate language acquisition with relevant life experiences, stressing the importance of critical thinking, problem-solving, and self-sufficiency.

### English Literacy and Civics Education

English Literacy and Civics Education (ELCE) can be offered within the ELA program. ELCE activities include:

- Civic Participation modules that support the design, creation, implementation, and delivery of instructional activities that integrate civics education content with existing ELA courses.
- Citizenship Preparation courses that use ELA methodologies and citizenship preparation material to prepare learners to take and pass the U.S. Citizenship and Immigration Services oral and written citizenship tests.

### Integrated English Literacy and Civics Education

The Integrated English Literacy and Civics Education (IELCE) program, as defined in WIOA Section 243, is 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.

Language and literacy objectives must be provided in combination with Integrated Education and Training (IET). The IET model combines workforce preparation activities and workforce training with literacy activities to increase a participant's educational and career advancement.

### Integrated Education and Training

#### 34 CFR § 463.35 What is integrated education and training?

The term “integrated education and training” refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

#### 34 CFR § 463.36 What are the required components of an integrated education and training program funded under title II?

An integrated education and training program must include three components:

- (a) Adult education and literacy activities as described in § 463.30.
- (b) Workforce preparation activities as described in § 463.34.
- (c) Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act.

#### 34 CFR § 463.37 How does a program providing integrated education and training under title II meet the requirement that the three required components be “integrated”?

In order to meet the requirement that the adult education and literacy activities, workforce preparation activities, and workforce training be integrated, services must be provided concurrently and contextually such that -

- (a) Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:
  - (1) Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
  - (2) Occur simultaneously; and
  - (3) Use occupationally relevant instructional materials.
- (b) The integrated education and training program has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and

workforce training competencies, and the program activities are organized to function cooperatively.

## Corrections Education

### 29 USC §3305. Programs for corrections education and other institutionalized individuals

- (a) Program authorized from funds made available under section 3302(a)(1) of this title for a fiscal year, each eligible agency shall carry out corrections education and education for other institutionalized individuals.
- (b) Uses of funds - The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for—
  - (1) adult education and literacy activities;
  - (2) special education, as determined by the eligible agency; (Not Applicable in Hawaii)
  - (3) secondary school credit; (Not Applicable in Hawaii)
  - (4) integrated education and training;
  - (5) career pathways;
  - (6) concurrent enrollment;
  - (7) peer tutoring; and
  - (8) transition to re-entry initiatives and other postrelease services with the goal of reducing recidivism.
- (c) Priority - Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.
- (d) Report - In addition to any report required under section 3141 of this title, each eligible agency that receives assistance provided under this section shall annually prepare and submit to the Secretary a report on the progress, as described in section 3141 of this title, of the eligible agency with respect to the programs and activities carried out under this section, including the relative rate of recidivism for the criminal offenders served

AEFLA corrections education services serve felony offenders in all jails and prisons in Hawaii. Felonies, 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 misdemeanor populations and 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. Hawaii has three prisons, all located on the island of Oahu.

#### Workforce Development, Education, and Training Activities Strengths and Weaknesses

Activity	Strengths	Weaknesses
Adult Basic Education	Assists adults most in need in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways.	An activity duration may conflict with the time constraints of the participants.
Adult Secondary Education		
English Language Acquisition	Assists immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English and mathematics skills; and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.	Activities may require additional non-academic and academic support for participants to complete successfully.
English Language Acquisition		
English Literacy and Civics Education	Activities are available statewide.	
Integrated English Literacy and Civics Education		
Integrated Education and Training	Activities integrate career services and workforce preparation, including digital literacy.	
Corrections Education		
	Activities include partnerships that provide additional support.	

Capacity to Provide Services:

The HDOE is the eligible agency for the Adult Education Family Literacy Act (AEFLA) grant funds, Title II of the Workforce Innovation and Opportunity Act (WIOA) for Hawaii. The state director for adult education is responsible for administering funds and providing oversight to grantees and is located in the Office of Curriculum and Instructional Design.

The HDOE will use a competitive four-year grant award process subject to renewal or continuation annually.

The award process will meet the requirements of 34 CFR 463 Subpart C, *How Does a State Make an Award to Eligible Providers?* It will be available to all eligible providers in Hawaii as defined in 34 CFR § 463.23 *Who is eligible to apply for a grant or contract for adult education and literacy activities?*

Applicants must meet the demonstrated effectiveness determination in 34 CFR § 463.24 *How must an eligible provider establish that it has demonstrated effectiveness?* to be eligible for an award. The demonstrated effectiveness determination includes the following.

- Submission of data for two consecutive years in the following categories
  - Employment Rate Quarter 2 and Quarter 4
  - Credential Attainment
  - Measurable Skills Gain
- The outcomes for each category must meet or exceed the required demonstrated effectiveness percentage published in the application.

Applicants who meet the demonstrated effectiveness determination will continue with the application process and address the remaining requirements, which include the following.

- How will AEFLA funds be expended for adult education services in the state
- Submission of Cooperative Agreements
- Alignment with Hawaii Workforce Development Board Plans
- American Job Center Hawaii (One-Stop) Responsibilities
- Alignment with the Hawaii State WIOA Plan
- Aligning of College and Career Readiness Standards
- Aligning of English Language Proficiency Standards for English Learners
- How will the Adult Education Program (AEP) Objectives in the Hawaii State WIOA Plan be addressed?
- Addressing the Considerations in 34 CFR 463.20 (d) *In awarding grants or contracts for adult education and literacy activities to eligible providers, the eligible agency must consider the following*
- Budget Proposal
- Personnel to Provide Adult Education Services

Applications will be evaluated by a committee of representatives from core partners trained in using a rubric included with the application. The workforce development boards of each region will review the applications for alignment with their local plan.

Applicants selected to receive funds must complete a risk assessment and be approved before receiving AEFLA funds.

The HIDOE, through the state director of adult education, will provide oversight, professional development, technical assistance, and program guidance to recipients of AEFLA funds to carry out statewide adult education and literacy activities.