



OFFICE OF

Curriculum & Instructional Design

The State of Adult Education in Hawai'i

June 25, 2026

<https://tinyurl.com/06252026HIDOECSAI>





The Unseen Ladder



O'ahu



Kaua'i



Hawai'i Island



Maui County

- ❑ 10 campuses statewide
- ❑ High school equivalency opportunities (GED)
- ❑ Workforce Training Opportunities
- ❑ First & Second Chance Opportunities
- ❑ Approximately 3000 adult learners



Defining the True Footprint: 3 in 10 Households

Past Enrollment

15% of households

30%
Directly Impacted
Households

Future Interest

24% of households



O'ahu: 34%



Maui County: 34%



Kaua'i: 26%

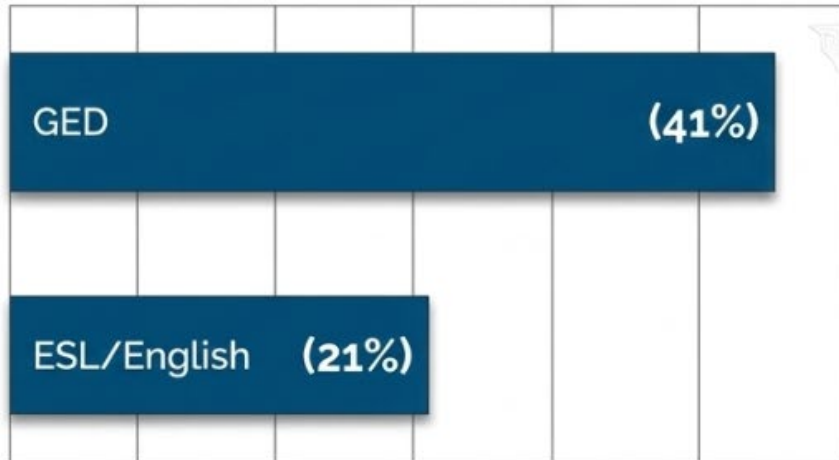


Hawai'i Island: 22%

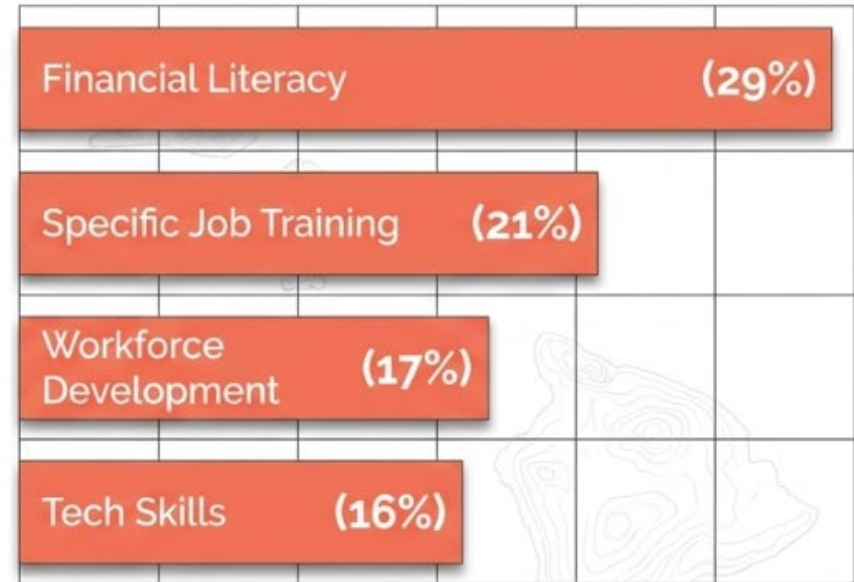


The Curriculum Gap: Perception vs. Demand

What the Public Thinks We Do



What the Public Wants Us to Do





Opportunities

Career Foundations:

<https://www.career-foundations.com/>

- ❑ Takeaway 1: Define Technology Skills
- ❑ Takeaway 2: Integration of Tech Training in Specific Industries - Making Tech Integration Visible
- ❑ Takeaway 3: Modernizing Curriculum Using Digital Platforms



Stay Connected!

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HIDOE CS/AI

Program Overview

June 25, 2026

<https://tinyurl.com/06252026HIDOECSAI>





**Every Student Prepared
for a World Powered by
Computing**



Hawai'i CS Legislation: [HRS 302a-323](#)

Hawai'i statute establishing K-12 computer science education in public schools. Originally established by Act 51, it mandates a statewide computer science curricula plan and requires all public elementary, middle, and intermediate schools to offer computer science courses or content.

On July 1, 2021, the legislature of the state of Hawaii enacted Act 158 (SB242), requiring the Hawaii State Department of Education (Department) to annually report on the computer science courses and computer science content offered during the previous school year at the schools in each complex area.

The Act 158 requirements are distributed over a three-year period. The first requirement states that at least one public elementary school and one public middle or intermediate school in each complex area shall offer computer science courses or content beginning with the 2022 - 2023 school year. The second requirement states that no less than fifty percent of the public elementary schools and no less than fifty per cent of the public middle and intermediate schools in each complex area shall offer computer science courses or content beginning with the 2023-2024 school year. The third requirement states all public elementary, middle, and intermediate schools shall offer computer science courses or content.

Provide equitable access to high quality Computer Science education for all students within the Hawaii State Department of Education.

- HIDOE CS Mission Statement

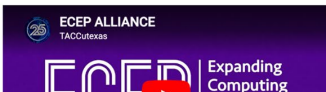


Expanding Computing Education Pathways (ECEP) Alliance



ECEP's Vision

ECEP is a collective impact alliance dedicated to increasing capacity for, access to, participation in, and experiences of computing education. ECEP state leaders in 29 states and the territory of Puerto Rico...

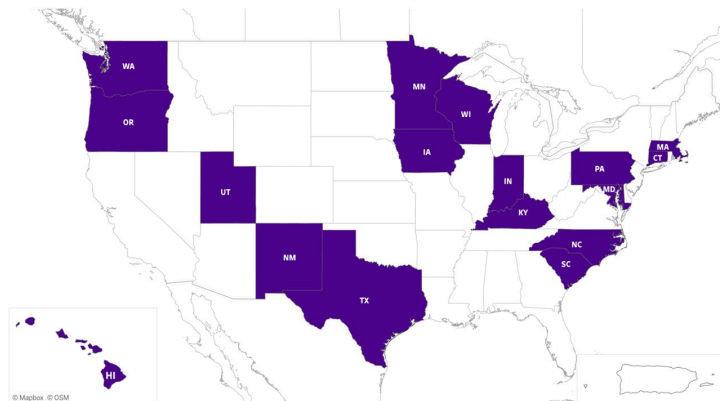


ECEP COMMON METRICS PROJECT COMPUTER SCIENCE EDUCATION DATA DASHBOARD

[VIEW DATA ACROSS ECEP STATES](#)

OR

SELECT A STATE DASHBOARD BELOW





CS/AI Definitions & Standards



Definitions

- **Computer Science (CS):**
 - Computer science is the study and creative practice of how people use data, algorithms, and computing systems to solve problems, make discoveries, and express ideas
- **Artificial Intelligence (AI):** A subfield of CS focused on creating systems that can perform tasks that usually need human-like intelligence — e.g., recognizing patterns, making predictions, understanding language. AI uses models trained on data and includes techniques like machine learning and neural networks.



What is CS vs AI in the Classroom?

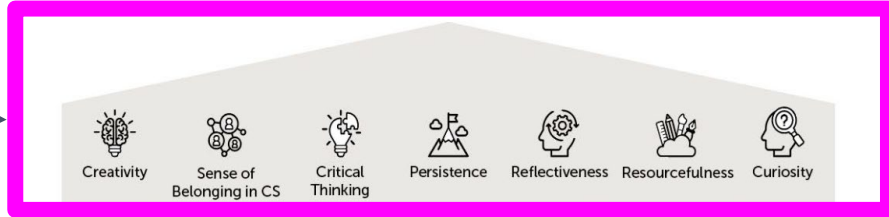
Key Differences:

- **CS** is the **broad discipline** about computing and problem-solving
- **AI** is a specialized area within CS that builds models to mimic certain intelligent behaviors.
- **Teaching Foundational CS** for general problem-solving skills and ***learning about and how to use AI*** for practical applications that use data and models, emphasizing limits, bias, and ethics.

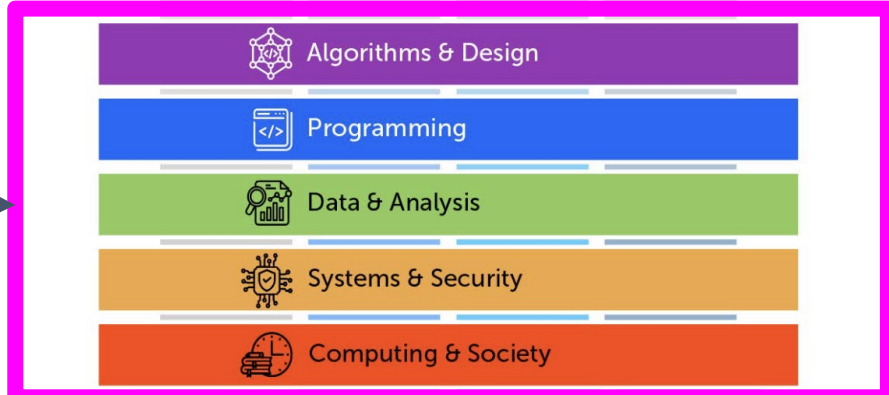


Revised CSTA PK-12 Computer Science Standards

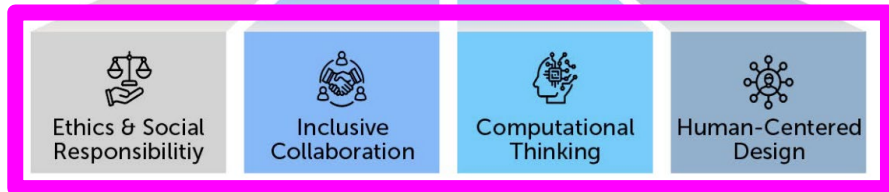
**Dispositions
“Habits of Mind”**



“Core” Concepts



**Pillars
“Practices”**





Integrated Foundational CS/AI Learning Model

Building Problem Solvers for Tomorrow



Transforming CS/AI Education: 8 Pillars

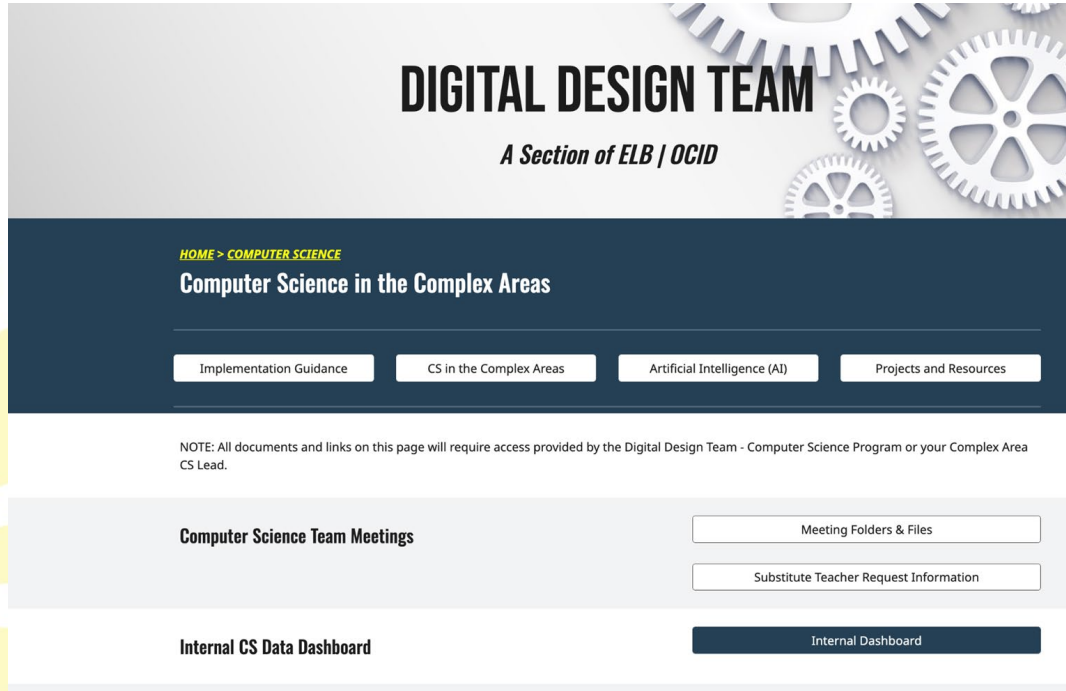
Mastering the core concepts of Computer Science gives students a foundation for ethical and effective AI innovation as well as the skills to adapt to new emerging technology.

- **Integrated Learning Model:** Merge human-centered design thinking, technical skill-building, entrepreneurship, and social innovation work together in CS/AI learning.
- **Authentic Problem-Solving:** Providing students opportunities to tackle real community challenges identified by partners, creating tangible solutions with measurable impact.
- **Encourage Collaborative Learning:** Utilize cross-cultural student teams to leverage diverse perspectives and opportunities for students to build soft skills.
- **Industry-Ready Skills for Impact:** Opportunities real-world career exposure through internships, mentorship, industry partnerships, and other hands-on opportunities become changemakers in their communities and careers.



Creating the CS/AI Education Learning Pathway

Statewide Complex Area CS Teams



DIGITAL DESIGN TEAM
A Section of ELB | OCID

[HOME > COMPUTER SCIENCE](#)

Computer Science in the Complex Areas

[Implementation Guidance](#) | [CS in the Complex Areas](#) | [Artificial Intelligence \(AI\)](#) | [Projects and Resources](#)

NOTE: All documents and links on this page will require access provided by the Digital Design Team - Computer Science Program or your Complex Area CS Lead.

Computer Science Team Meetings

- [Meeting Folders & Files](#)
- [Substitute Teacher Request Information](#)

Internal CS Data Dashboard

- [Internal Dashboard](#)



Creating the CS/AI Education Learning Pathway

Implementation Strategies & Challenges

- 1. AI Safety, Privacy, and Vendor Vetting**
 - a. Student AI Engagement Monitoring Features
 - b. Data Governance/Sharing Agreements
- 2. AI Policies and Guidelines**
 - a. HIDOE AI Guidance for [Employees](#) & [Students](#)
 - b. [State of Hawai'i Gen AI Tech Usage Guidelines](#)
- 3. Network Policies & Infrastructure**
- 4. Funding**



Brainstorming Prompts

- **Integrated Learning Model**
 - *What additional disciplines or competencies could strengthen this integrated approach?*
- **Authentic Problem-Solving**
 - *How can we build new partnerships or expand existing ones to surface meaningful community challenges?*
- **Industry-Ready Skills for Impact**
 - *What entry-level skills and competencies do AI-impacted careers require?*



Q&A

**For additional information/support,
please contact:**

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Computer Science Support Team