McKinley Community School for Adults
WASC Self-Study Report

FEBRUARY 24–27, 2020

634 Pensacola Street, Room 216
Honolulu, Hawaii 96814
Website: www.mcsahawaii.org


Honolulu District • Department of Education • November 2019
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The completion of this Self Study report for our WASC visitation of February 24-27, 2020 is a result of commitment, dedication and hard work on the part of the Leadership Team, faculty, staff, School Advisory Council, and administration. The WASC Focus on Learning Accreditation process at McKinley Community School for Adults (MCSA) is synonymous with continuous school improvement and embracing of the Na Hopena A‘o (HĀ) framework. Teaching and nurturing our students to achieve the necessary knowledge, skills and wisdom to help them become productive, responsible and caring citizens provided the foci of our journey. We continue this journey beyond 2020 with targets identified as reachable and with high expectations for success.

Our dedicated faculty and staff have contributed to this Focus on Learning process through their committed participation as members of the Leadership Team, Home and School-wide Focus groups. It was extremely important for our stakeholders to actively participate in learning, relearning, discovering and designing pathways to the implementation of standards-based curricula throughout all campuses. We are very appreciative of their willingness to collaborate and to be commended for their efforts. Although many who started this journey after the 2014 WASC visit are no longer members of our staff, those who remain and those who have since joined our ohana have demonstrated their willingness to continue to grow and develop trust in themselves and fellow staff members to promote a program that values high expectations. We are sincerely grateful for their contributions to the process and appreciate all that we have accomplished thus far.

The Leadership Team: Lance Jyo, Vice Principal (Moanalua Campus, Kauai Campus, and Corrections Department of Public Safety), Mark Nakamura, Vice Principal (McKinley Campus), Michele Fukumoto, Vice Principal (Farrington Campus), Kurt Ginoza, Vice Principal (Maui, Lanai, and Molokai Campuses), Ryan Sanpei, Program Specialist, Raden Nagamine, Registrar (Farrington Campus), and Thomas Pangilinan, Accreditation Self Study Coordinator, collectively have been invaluable in working with the faculty and staff in our literacy systems and drafting and finalizing this accreditation report.

Finally, we acknowledge all of those who came before us as faculty, staff, students, administrators, and community members of MCSA. Programs and initiatives may change and new programs implemented, however, the focus on student learning and achievement will always remain.

The Focus on Learning Accreditation process will continue at MCSA long after the present Visiting Committee has left the school and its campuses. We sincerely appreciate the WASC Visiting Committee’s commitment to examine and validate our school-wide findings, programs and operations and recognize the significance of the Committee’s recommendations as we continue to strive for excellence.

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Sharon Rokuta (McKinley) ................ School Culture & Support for Student Personal & Academic Growth E3-E4
Explain the school self-study process used to accomplish the expectations of the self-study. By addressing the expectations of the self-study, the school will have addressed:

- **Inclusiveness**: The involvement and collaboration of all school/community stakeholders to support student achievement.
- **Purposefulness**: The clarification of the school’s vision/mission and General Learner Outcomes.
- **Student-Focused**: The analysis of data about students and student achievement.
- **Evaluation**: The evaluation of the entire school program and its impact on student learning based on General Learner Outcomes, academic standards, and the HIDOE/ACS WASC criteria.
- **Accountability**: The implementation and monitoring of the Academic and Financial Plan that supports high-quality learning.
- **Leadership**: The facilitation by school leadership of the HIDOE/ACS WASC accreditation school improvement process that advocates, nurtures, and sustains the vision and the culture of learning.

**Inclusiveness**

McKinley Community School for Adults’ 2020 Focus on Learning Self Study, is a joint process between the Accrediting Commission for Schools (ACS) and the Western Association of Schools and Colleges (WASC) and Hawaii State Department of Education (HIDOE). The WASC-FOL process at MCSA followed the guidelines of the Focus on Learning Accreditation Manual, 2017 Edition, and completed the five (5) self-study tasks as outlined in the WASC-FOL process guide. The administrative, instructional, and support staff participated actively in the process after receiving an initial orientation of their roles in supporting and participating in the in-depth self-study. They were involved in identifying the effectiveness of the MCSA current program based on the ACS-WASC HI criteria in relation to student achievement. All personnel served, as appropriate, on the Leadership Team, or the Home and School-wide Focus Groups.

The WASC-FOL process provided many opportunities for everyone in the MCSA organization to honor the expectation and parameters of the self-study to include the unique geographic nature of the organization. Technology transformed the means of communication between individuals and campuses, that are separated by the Pacific Ocean, to produce this self-study. Utilizing Google Drive, the suite of Google applications, HangOut, OWL, Facetime, and other technological innovations, contributors to the self-study were able to communicate very effectively with one another. The ongoing systemic analysis of the school’s effectiveness was enhanced by the use of these innovations to include MCSA’s website, Instagram page, and Facebook website.

There is a definite sense of purpose that unites all of us at MCSA. Honoring of our vision and mission drives the direction of our operation and allows for sound decisions regarding our organization and the standards for learning. MCSA adopted and incorporated in our planning, teaching and instructional delivery what students should learn and be able to do along with outcomes and expectations of our learners to demonstrate in their everyday learning experiences.
Purposefulness

The clarification of MCSA’s vision/mission and General Learner Outcomes, are aligned to the Hawaii Department of Education’s Three-Year Academic Plan for 2017-2020 template that requires all schools to continue to address the Department’s three major Goals.

The Department’s first goal is Student Success, achieved by students demonstrating that they are on a pathway toward success in college, career, or citizenship. Consistent formative assessment keeps instruction focused on student needs and goals. Each campus is faced with statutory provisions of the Workforce Innovation and Opportunities Act (WIOA) that went into effect on July 1, 2015. The federal WIOA required the Governor, via the Hawaii Workforce Development Board and in coordination with WIOA core programs administered through the Hawaii State Department of Labor and Industrial Relations (DLIR), the Hawaii State Department of Education (Community School for Adults) and the Hawaii State Department of Human Services’ Division of Vocational Rehabilitation (DVR) to submit a Unified State Plan to the United State Department of Labor (DOL).

The Department’s second goal is Staff Success, realized in a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success. Teacher mentoring and regular professional trainings contribute to the development of an effective teaching faculty. MCSA provided teacher staff development and in-service activities to support teachers through the implementation of research-based strategies including timely formative and summative assessment and disaggregation of data for the purpose of planning, implementation, and evaluation, team teaching, scaffolding, and other strategies to support student attainment of the identified individual and collective goals.

The Department’s third goal is to establish and maintain Successful Systems of Support. The system and culture of MCSA provide opportunities to collaboratively and effectively organize financial, human, and community resources in support of student success. The reorganization of adult education in the State of Hawaii in 2013, enabled a streamlining of operations as well as a redefining of roles and responsibilities of the remaining staff.

Student-focused

Our student focused programs are designed to meet the needs of a diverse student population who enroll in MCSA education programs to have access to high quality educational programs and services leading to the skills and credentials needed for jobs. MCSA has designed and implemented career pathways which enables the students, adult learner to progress through career navigation assistance and support to facilitate the transitions to fulfill their college and career goals.
Evaluation

MCSA incorporates in their operations, a continuous school improvement process that focuses on the learner needs. Students are held accountable to high expectations to ensure that every student is highly engaged in a rigorous, creative, and innovative curriculum, their learning environment facilitates learning and powerful learning practices that are aligned to college and careers. Administrators and teachers continuously team to evaluate teaching practices, design or adopt learning programs, discuss student progress and make necessary or needed improvements to support learning and to increase the probability of student learning.

Accountability

The implementation and monitoring of MCSA’s Academic Plan that supports high quality learning through the analysis of data, modification of instruction, and testing is in place. The school utilizes CASAS and TABE, NRS-approved standardized pre-post assessments to report Educational Functioning Level (EFL) measurable skill gains (MSG). MCSA provides services and tracks twelve Educational Functioning Levels (EFL), that range from beginning literacy to high adult secondary education.

As an adult education provider, McKinley Community School for Adults is required to report to the U.S. Department of Education, utilizing the National Reporting System (NRS) Tables I-7 as a requirement of the Workforce Investment and Opportunities Act.

A Desk Monitoring is conducted by the State of Hawaii Department of Education Office of Curriculum, Instructional Design, and Student Support Services in alternative years. The Program Process measures: number of State offered professional development workshops; number of classes by education functioning levels; largest NRS participant age group, number of teacher/class observation by the State office and expenditure per student based on NRS participants.
The Data Process Measures-Assessments are reported as an integral part of the Desk Monitoring and includes:

1. Number and percentage of NRS participants with at least 60 hours of instruction and who are only pretested during the program year.
2. Average instructional hours of students who were pre and post tested.

Instructional practices and strategies are reviewed to determine what Educational Functioning Level (EFL) demonstrated the greatest improvement in the school year being monitored; which EFL is most in need of improvement and a description of how improvements will be made in the following year. Both IET (Integrated Education and Training) and IELCE (Integrated English Literacy and Civics Education) are current WIOA initiatives that are also monitored.

The use of technology to improve program effectiveness through training and technical assistance focuses on preparing and encouraging instructors and administrators to identify and utilize technology to enhance instruction, programming and distance education. MCSA is held accountable to our students by ensuring that our teachers are afforded the opportunity to participate in professional development activities that include face to face and online training in a variety of areas including distance learning such as Lincs, a community, courses, and resources for adult education. Also, webinars, use of HangOut, Owl, Facetime, and other distance learning help to keep our staff current with the latest curriculum and instructional delivery practices.

**Leadership**

MCSA operates with a principal who oversees the entire MCSA program that serves adults from out of school youth who are 16 years of age to older adults over 60+ years of age in the four major geographic areas: the entire urban Honolulu, the Farrington Community; the Moanalua Community; and the neighbor island communities of Maui, Kauai, Lanai, and Molokai. Assisting the MCSA principal are four vice principals that are assigned to supervise the operations and adult education programs in the four geographic area. MCSA campuses are thriving and providing the MCSA educational leadership team with many opportunities to collaborate, build and unify the campuses within the MCSA organization. (Refer to Organizational Chart below).

MCSA’s principal, Helen Sanpei, also represents the Hawaii Department of Education Superintendent, Dr. Christina Kishimoto, on the Hawaii State Workforce Development Council Board (WDC), has been appointed to a four year term by Hawaii Governor David Ige as a member of the State of Hawaii Vocational Rehabilitation Council, represents Hawaii as an Educational Testing Services (HiSET) Governing Board member for 5 years, currently a member of the Sector Strategies and Career Pathways (WDC) Committee, a member of the P-20 Initiative organized by the University of Hawaii, serves as a Hawaii Council member of the Perkins V Workgroup, Superintendent’s designee to the Hawaii Business Roundtable Education Task Force meeting to discuss work place learning, and serves as a Western Association of Schools and Colleges (WASC) Visiting Committee Chairperson and Committee Member since 2002.

MCSA’s vice principal, Lance Jyo, represents the school on the Kauai Workforce Development Board, Community Partnership Council (CP HUI), Liaison to the Kauai Family Court, and the Oahu Workforce Development Board. Maui Campus Vice Principal, Kurt Ginoza represents MCSA on the Maui Workforce Development Board, and the Maui American Job Center (AJC). Mark Nakamura, Vice Principal of the McKinley Campus and Michele Fukumoto, Vice Principal of the Farrington Campus represents the school on the Oahu American Job Center Hawaii (AJCH). Lastly, Ryan Sanpei, Program Specialist for MCSA represents the school on the Liliuokalani Trust Foundation group, the Salvation Army, and serves as WDD Liaison.
The Administrative Leadership team has created a vibrant, enthusiastic culture of learning that attracts students and teachers alike. This culture encourages openness and collaboration among competent individuals and is an impetus to the school’s success. It validates the contributions of each member and generates confidence among team members. Teaming builds shared beliefs and changes perceptions, viewing challenges as opportunities for growth.

Our teachers continue to remain the single most important influence for increased student achievement and success and are relied upon to continue to strive for excellence while supporting each other.
CHAPTER 1
PROGRESS REPORT

CHAPTER 2
STUDENT/COMMUNITY PROFILE & SUPPORTING DATA AND FINDINGS

CHAPTER 3
SELF-STUDY FINDINGS
A. ORGANIZATION
B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM
C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION
D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY
E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

CHAPTER 4
STUDENT/COMMUNITY PROFILE

CHAPTER 5
ACADEMIC PLAN

APPENDIX

EVIDENCE
CHAPTER 1: PROGRESS REPORT

Summarize progress on each section of the current Academic Plan that incorporated all schoolwide critical areas of follow-up from the last full HIDOE/ACS WASC self-study and all intervening visits.

McKinley Community School for Adults (MCSA) received a six-year term of accreditation in the Spring of 2014 and a midterm report due in Spring of 2017. This chapter includes:

- A summary of progress on each section of the current Academic Plan that incorporated all schoolwide critical areas of follow-up from the last full HIDOE/ACS WASC self-study and the WASC midterm report.
- Significant developments that have had a major impact on the school since the last accreditation visit.
- A summary of progress on the State’s Strategic Plan section as it applies to McKinley Community School for Adults.

CRITICAL NEEDS AS RECOMMENDED BY THE WASC VISITING TEAM:

1. Increase the number and scope of partnerships to carry out the school’s mission. **AFP Goal 3**

MCSA follow-up actions taken includes:

- Increased the number and scope of partnerships by more than 20% to carry out the school’s mission. *Evidence Folder A*
- Worked collaboratively in partnership with a variety of local service providers, high schools, community agencies, and community colleges, and the City and County of Honolulu, Maui County, and Kauai County. *Evidence Folder A*
- To further carry out the school’s mission, MCSA has actively established a Memorandum of Understanding with each county and follows the intent of the WIOA law by sharing in-kind services or monetary resources. *Evidence Folders I & F*
- MCSA is also actively involved in providing effective, high-quality, intensive, and wrap-around services to vulnerable populations including veterans, persons with disabilities, unemployed workers, youth, homeless individuals, Native Hawaiians, individuals with low literacy levels, low-skilled job-seekers, and English learners. *Evidence Folder A*
- MCSA in collaboration with the Department of Public Safety, provides educational programs and classes at the Oahu Community Correctional Center, Waiawa Correctional Facility, Halawa Correctional Facility, the Women’s Community Correctional Facility, Kauai Jail, and Maui Correctional Facility. *Evidence Folder A*
- In addition to the partnerships listed below, MCSA also fulfills the responsibilities as an integral partner in the American Job Centers Hawaii. The Farrington Campus occupies a satellite office located in the City and County of Honolulu’s American Job Center. As an integral WIOA partner, MCSA works to deliver adult education and literacy services and aligns these services with employment and vocational services. *Evidence Folder A*
<table>
<thead>
<tr>
<th>Campus</th>
<th>Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>McKinley Campus</td>
<td>American Job Center Oahu, Department of Labor and Industrial Relations, Division of Vocational Rehabilitation, Goodwill Ola I Ka Hana, Hawaii Career and Technical Education P-20, Hawaii Department of Immigration Services, Hawaii Department of Human Services, Division of Vocational Rehabilitation, Hawaii State Legislators, Honolulu Community College, Hawaii Pacific University, Kaahumanu Elementary Family Literacy, Kapiolani Community College, Kupu, Kyo Ya Hawaii, Liliuokalani Trust, Maunakea Tower, Oahu Workforce Development Council, Salvation Army, Sumie Society of Hawaii, Workforce Development Council</td>
</tr>
<tr>
<td>Maui Campus</td>
<td>Alu Like, American Job Center Hawaii (Maui County), Hana School, Job Corps Maui, Kaunakakai Elementary, Lanai High and Elementary School, Maui Corrections, Maui Drug Court, Maui Economic Development Board, Maui Economic Opportunity, Maui High School Science Club, Maui Workforce Development Council, Maui Youth and Family Services, University of Hawaii-Maui Campus</td>
</tr>
<tr>
<td>Moanalua Campus</td>
<td>American Job Center Hawaii (Honolulu County), Department of Public Safety, Kulani Correctional Facility (Hilo), Hawaii Community Correctional Center (Hilo), Waiau Correctional Facility, Oahu Community Correctional Center, Women’s Community Correctional Center, Halawa Correctional Facility, Education Centers: Fort Shafter Flats Education, Tripler AMC, American Samoa (Pago Pago) and Saipan, Honolulu Community Action Program (HCAP), Oahu Sector Partnership, United States Citizenship and Immigration Services (USCIS), United States Armed Forces Joint Base Pearl Harbor-Hickam</td>
</tr>
<tr>
<td>Farrington Campus</td>
<td>American Job Center Hawaii (Honolulu County), Farrington High School, Kauluwela Elementary, Kinaole, Kukui Gardens, Lanakila, Salvation Army, Susannah Wesley, Youthbuild</td>
</tr>
<tr>
<td>Kauai Campus</td>
<td>American Job Center Hawaii (Kauai), Community Partnership (CP Hui,) Department of Public Safety Kauai Correctional Center, Hale Opio Kauai, Hale Kipa Kauai, Kauai Family Court</td>
</tr>
</tbody>
</table>

- Lastly, MCSA continues to work with partners to include education and training systems, business and industry, workforce and economic development, and community-based organizations to provide for those in students in need of adult education services for the following:
  1. Adults who lack a high school diploma
  2. Disadvantaged and low-skills adults with multiple barriers to educational attainment, employment and economic self-sufficiency
  3. Adults who are or have been low-income, incarcerated, single parents and/or displaced homemakers.
  4. Adults with limited English proficiency
  5. Adults with disabilities.
Adult education in Hawaii provides educational services in basic skills, acculturation and linkages to other community resources and service providers. Under the Workforce Innovation and Opportunity Act (WIOA), McKinley Community School for Adults (MCSA) is mandated to work with two core partners, the Department of Labor and the Department of Human Services – Vocational Rehabilitation, to better integrate and align adult education and literacy services with employment and vocational rehabilitation services, as well as with service of other related partners and systems, including the American Job Centers Hawaii.

(Reference: Three Year Academic Plan 2017-2020, Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.) Appendix

2. **Continue to develop strategies to improve student retention which will enable all students to achieve their individual learning goals. **AFP 2

Follow-up actions taken includes:

- Lobbied and received permanent Legislative funding for three transition counselors (SY 2017-18) who are responsible for student intake and orientation activities that incorporate career assessment, exploration and goal-setting along with approved standardized academic assessments for appropriate placement for services. *Evidence Folder G*
- Provided all students with an Education, Career and Life Plan that includes short and long term education, career and life goals and planning. Career pathways for all students. *See MCSA Pathway*
- Developed and implemented a comprehensive career pathways service delivery model, including seamless transitions to established career pathways. *See MCSA Pathway & Evidence Folder D*
- Administers ongoing formal and informal assessment of students to monitor their progress and to ensure focus and direct services are provided to encourage achievement of academic and career success. *Refer to CASAS Data-Campus registrar. Evidence Folder E*
- Provided contextualized services along pathways through articulated statewide career pathways that have been developed and utilized among WIOA partners for service delivery. *Evidence Folder D*
- Involved employers and workforce development partners in the development and implementation of career-related services. *Evidence Folder A*
- Integrated 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. *Evidence Folder F*
- Provided services that are flexible and are of sufficient intensity and duration to help students efficiently meet academic and career goals. *AFP D*
- Encourage participatory learning strategies so that students are in control of their own learning and progress. *Evidence Folders D, H, & L*
- Course alignment to other education and training systems, such as postsecondary education, so that students are able to transition into entry level employment and postsecondary programming. *Evidence Folders C & D*
- Initiated a culture that promotes college and career readiness to create an environment that supports college and career success. *Evidence Folder D*
- Established formal partnerships with WIOA core partners and other key stakeholders at the local level that support education and the workforce. *Evidence Folder A*
• Provided students with job exposure opportunities for students such as internships, job shadowing, apprenticeships, and workforce training opportunities. *Evidence Folders C, D, & F*

• Referred students to other support services where appropriate. *Evidence Folders C & D*

• Monitored student performance outcomes. *NRS Tables & Evidence Folder E*

• Provided staff with professional development opportunities for continuous improvement and increased effectiveness. *Evidence Folder H*

• Continued collaboration with business and industry to establish articulated career pathways, workplace literacy, job exposure opportunities such as internships and apprenticeships and other resources. *Evidence Folders C & D*

• Continued direct educational services for incarcerated adults that included 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. *MCSA Course Brochures, Evidence Folders B, C, D, & F*

To improve student retention, all students will have access to a rigorous, relevant curriculum addressing the Common Core Adult Education Standards. These standards are descriptive statements with multiple performance levels detailing what adults need to know and be able to do in the 21st century.

All teachers used standards-based texts and supplemental curriculum. In addition, the GED, HiSET and Workforce Development Diploma Program follow a set standards-based curriculum, along with appropriate workforce training. Classroom activities are structured to simulate real life situations and teach skills the adult learner will require. Internet access serves as an integral resource along with real-life conversation, various software, field-trips and guest speakers. MCSA teachers utilize specific strategies and activities to oversee and monitor students to ensure successful integration of what is being taught.

*(Reference: Three Year Academic Plan 2017-2020, Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.)*

3. **Increase home group collaboration to better meet the school’s goals and objectives. AFP 1**

Follow-up actions taken includes: WIOA implementation, staff development, meeting by campus with home groups, dates of meetings (Google Drive), increased home and focus group collaboration to better meet the school’s goals and objectives.

• MCSA is aware of the importance of this critical area. Leadership is cognizant that a factor for success and well-being for every student is to increase home and focus group collaboration to better meet the school’s goals and objectives. Also, engagement of the community, families and other stakeholders in supporting MCSA’s school programs and operations are key to its success. Promoting an understanding and appreciating the diverse culture, social and intellectual resources of our students influences and impacts the way we plan our programs for our students as well as how teachers deliver curriculum, instruction/lesson delivery to the students. *Evidence Folders F & H*

• Infuse the College and Career Readiness Standards (CCRS), and subsets of the Common Core State Standards, into competency-based instruction in adult education. *Academic Plan*
Develop Career Pathways that integrates education and training and support services that enable individuals to secure employment or to advance to successively higher levels of education and employment. *Evidence Folder D*

Since MCSA is a community school for adults, parental involvement is minimal. When underage students apply to enter the adult community school diploma programs, parents are involved in the process. Students and parents are counseled by the school’s counselors prior to the student’s registration into one of the adult community school diploma programs. The major communication source regarding MCSA programs and services involves the use of the communication media within the communities and has been effective by contributing to increasing the enrollment of students in various program courses on the five campuses. Presently our students are the only home group collaborators. MCSA will need to develop and adopt strategies to implement that will promote the home-school communication to support and strengthen student learning success. *Evidence Folders D & G*

(*Reference: Three Year Academic Plan 2017-2020, Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.*)
1. The Workforce Innovation and Opportunities Act (WIOA) that went into effect on July 1, 2015.

MCSA is faced with statutory provisions of the Workforce Innovations and Opportunities Act (WIOA). The Federal WIOA requires the Governor, via the Hawaii Workforce Development Board and in coordination with WIOA core programs administered through the Hawaii State Department of Labor and Industrial Relations (DLIR), the Hawaii State Department of Education (Community Schools for Adults) and the Hawaii State Department of Human Services’ Division of Vocational Rehabilitation (DVR) to submit a Unified State Plan to the U.S. Department of Labor (DOL). One of WIOA’s principal areas of reform is to require planning across core programs and to develop more comprehensive and integrated approaches to services, such as career pathways and sector strategies. WIOA requires robust relationships across programs and enhanced coordination and partnerships for strengthened service delivery. The MCSA Leadership team is working on the implementation of the WIOA requirements to include:

- ongoing training to inform MCSA administrators, teachers, staff, and students about the WIOA and programs aligned with the implementation of the Act.
- hiring a Program Specialist to oversee the curriculum implementation of the WIOA program.
- utilize the funding provided by the 2018 Legislature to secure three transition counselor positions for the McKinley, Maui, and Kauai Campuses.
- implement the McKinley Community School Student Pathways.
- infuse the College and Career Readiness Standards (CCRS) and subsets of the Common Core State Standards into the course curriculum offered.
- provide teacher staff development and in-service activities to support students through research-based strategies including research-based strategies.
- encourage students enrolled in an adult education course to complete a transitional goal to include: gaining employment, obtaining a workforce certification, or continuing in an institution of higher learning.

2. Workforce Development Diploma Program (WDD)

In preparation for the Competency Based Community School Diploma Program elimination, the Hawaii Community School for Adults as a core partner of Hawaii’s Workforce Investment and Opportunities Act (WIOA) has been working collaboratively through the Workforce Development Council and the two required partners; the Department of Labor and Industrial Relations (DLIR), Division of Vocational Rehabilitation (DVR), employers, and the community colleges in designing a joint agency Workforce Development Diploma Program for our students. It is crucial for the success of MCSA’s program to encourage stakeholder engagement across education, business, industry, and communities to employ as many of our students in these entry level jobs.

In its recent 2017 Hawaii Labor Market Dynamics, DLIR has identified the projected entry level job openings to include transitional jobs such as salesperson, waiters, and waitresses, cashiers, food preparation, maids and housekeepers, cooks, groundskeepers, laborers, and movers. (See attached Figure 32 Occupations with the Most Projected Annual Average Total Job Openings).

Of the 15 occupations displayed on Figure 32, 15 have been identified by the DLIR as essential to Hawaii and of those, 11 occupations do not require a high school diploma. Employers statewide are in dire need
of a basic education and job training programs provided in partnership with the Hawaii Community Schools to meet the minimum qualifications for employment entry into these less skilled jobs.

While our primary mission is to graduate our students with a GED or HISET high school equivalency diploma, there are special populations of students without a high school diploma such as:

- Individuals with disabilities,
- Individuals from economically disadvantaged families, including low-income,
- Individuals preparing for non-traditional fields,
- Single parents, including pregnant women,
- Out of work individuals,
- English learners,
- Homeless individuals,
- Youth who are in, or have aged out of, the foster care system,
- Chronically unemployed or underemployed,
- Individuals who are recently released from our Correctional Facilities,

who are able to enter the workforce without a high school diploma but need to complete a workforce preparation program to meet the minimum requirements for job entry. Stakeholder engagement across education, the business industry and communities is essential to the success of the program that will lead to a job for this special population and reduce a dependence on social services.

Our state is currently experiencing a low unemployment rate that significantly impacts businesses throughout our communities and stakeholders must address the need for this diploma program to increase the workforce. To fulfill a need of the American Job Centers Hawaii, numerous agencies, and employers, MCSA designed and is in the process of implementing a joint agency Workforce Development Diploma for these individuals seeking employment in Hawaii.

This Workforce Development Diploma received the approval of the Department of Education’s Superintendent, Dr. Christina Kishimoto.
HIDOE’s Strategic Plan targets work around three high impact strategies: Student Voice, Teacher Collaboration, and School Design. MCSA values student perspectives and aspirations in the classroom, school and in the community. Also, MCSA teachers, administrators, and staff collaborate to evaluate practice, participate in staff development activities and training (Appendix I, Staff Development), and focus on student-centered practices that improve student achievement. MCSA’s School Design was drafted to ensure that every student is “highly engaged in a rigorous, creative and innovative academic curriculum, in their learning environment, and in powerful applied learning practices aligned to college and careers” (Folder 4, School Design).

To address implementation of the Strategic Plan, high leverage action items at MCSA included a variety of strategic actions as outlined below.

As the school approached the last year of the six-year accreditation term, MCSA and other Hawaii Statewide Programs (DLIR and DHS, DVR) continue to be guided by the WIOA - Hawaii Unified State Plan, Coordinated Workforce Service that Create Successful Pathways to Employment which is designed to meet both state and federal planning requirements.

Also, the Plan provides a comprehensive framework for partnership between private industry sector leaders and the state’s publicly funded workforce and education systems. To comply with the demands of the WIOA-Hawaii Unified State Plan, MCSA will retain and expand the purpose of the Adult Education and Family Act (AEFLA or Title II), which aims to help adults acquire the skills and knowledge necessary to obtain employment, become full partners in the education development of their children, improve economic opportunities for their family, and aid in the transition to postsecondary education and training.

Major activities that are currently in progress to meet the WIOA mandates are:

1. Community Schools have recently been included in the HIDOE Workforce Pathway System as a major program that reflects rigorous academics, career advising & counseling, and work-based learning (Refer to Pathway below). MCSA will contribute as a key component of the Hawaii Department of Education Hawaii Workforce Pathway System that increases alignment, integration, and consistent coordination to ensure a clear and coherent path for students. Included in this pathway is “Community School for Adults-WIOA” that ensure all students have increased opportunities to thrive in the workplace, career, or college within our Hawaii community.
The above McKinley Community School for Adults pathway has been integrated into the Hawaii Department of Education Workforce Pathway System and reflects the means by which MCSA is transitioning its students.

2. The 2018 Hawaii Legislature appropriated funds to MCSA to permanently support the employment of full-time transition counselors who provide guidance and leadership to those students receiving workforce development services and in need of guidance for transition into employment, postsecondary programs, advanced job training and needed support services.

3. MCSA’s transition counselors will continue to work with students to develop a Career Educational Plan, thereby ensuring that all students enrolled in an adult education course will have a transitional goal in mind of gaining employment, obtaining workforce certification, or continuing into an institution of higher learning.

4. MCSA will continue to work collaboratively with the two core partners, DLIR and DVR, to better integrate and align education and literacy services with employment and vocational rehabilitation services, as well as provide services for other relevant partners and systems, including the AJCH, located on Oahu, Kauai, and Maui.

5. MCSA will continue to be an integral partner of the recently designed State of Hawaii’s Career Pathway System (see below) and will provide the necessary education and training for our students, clientele, and employees of our WIOA partners. This Pathway is an all-encompassing diagram of how partners are collaboratively working towards helping our students achieve their goal of obtaining a degree or certificate of choice and continuing their pursuit of their individual career goals.
6. **Teacher development and support for students** where teachers on the same level are allowed to team teach with each other. This provides opportunities for teachers to work with a smaller group of students thereby providing individual or tutorial help for students in need.
CHAPTER 1
PROGRESS REPORT

CHAPTER 2
STUDENT/COMMUNITY PROFILE & SUPPORTING DATA AND FINDINGS

CHAPTER 3
SELF-STUDY FINDINGS
A. ORGANIZATION
B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM
C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION
D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY
E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

CHAPTER 4
STUDENT/COMMUNITY PROFILE

CHAPTER 5
ACADEMIC PLAN

APPENDIX
EVIDENCE
CHAPTER 2: STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

McKinley Community School for Adults (MCSA) was awarded a six-year term of accreditation with a midterm report by the Western Association of Schools and Colleges (WASC) in the Spring of 2014 following a successful self-evaluation process and Committee visit.

Prepare a student/community profile. Include data and findings for the following:

- Demographic data, including the refined General Learner Outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any
- Brief summary that includes:
  - Implications of data
  - Identification of two to three major preliminary student learning needs
  - Important questions raised by analysis of data (to be discussed in Focus Groups)

I. DEMOGRAPHIC DATA:

Section I: Community Profile

MCSA’s largest campus is the McKinley Campus that is centrally located within the downtown Honolulu area that is two blocks from Ala Moana Shopping Center, the newly expanding Howard Hughes Ward Villages, and Ala Moana Beach. This campus with the largest enrollment services 1,300 students. Also located within the school boundaries are the State Capitol, Chinatown, downtown Honolulu, City and County offices, federal agencies, business centers, shopping malls, and other government and historic sites.

Located in an area with a large immigrant population, as well as a local population that includes many adults who lack a high school diploma, the McKinley campus meets the unique needs of these students through program offerings that include English Language Acquisition (ELA), Adult Basic Education (ABE), Adult Secondary Education (ASE), Integrated Education and Training (IET), Integrated English Literacy and Civics Education (IELCE) and High School Equivalency courses (GED & HiSET).

The Moanalua and Farrington Campuses are also located on the island of Oahu and services communities within their designated area. The Maui Campus which includes the islands of Lanai & Molokai and the Kauai Campus are also an integral part of MCSA. In addition to these campuses, the Moanalua Campus Vice Principal oversees the adult education program offerings at the Correctional Facilities statewide. These centers include the Oahu Community Correctional Facility, Kauai Community Correctional Center, Halawa Correctional Facility, Waiau Correctional Facility, Women’s Community Correctional Center, Maui Community Correctional Center, Kulani Correctional Facility, and Hawaii (Big Island) Correctional Center.
**GENERAL DEMOGRAPHICS OF THE MCKINLEY CAMPUS**

<table>
<thead>
<tr>
<th></th>
<th>General</th>
<th>McKinley Area</th>
<th>Honolulu County</th>
<th>State of Hawaii</th>
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<tbody>
<tr>
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<td>986,999</td>
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<tr>
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<td>$32,194</td>
<td>$30,970</td>
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<tr>
<td>Families in Poverty</td>
<td>18.4%</td>
<td>9.2%</td>
<td>11.0%</td>
<td></td>
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<tr>
<td>Residents who are new</td>
<td>13.9%</td>
<td>7.3%</td>
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<tr>
<td>immigrants since 2000</td>
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<tr>
<td>K-12 students who are English</td>
<td>23.1%</td>
<td>7.4%</td>
<td>7.5%</td>
<td></td>
</tr>
<tr>
<td>language learners</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The McKinley campus is centrally located within Honolulu’s political, economic, and cultural centers and includes the downtown business district, Chinatown, Lanakila, Palama, and parts of Ala Moana, Kakaako, and Pawaa. McKinley’s population is primarily Asian, currently numbers over 75,000 people, and is expected to continue to increase, especially with the construction boom led by the Howard Hughes Corporation in Ward Villages as well as other condominium projects in Kakaako. The Hawaii Community Development Authority projects a 75% increase in the Kakaako area that includes residences, retail stores, gathering spaces that embraces the Hawaiian culture, and a mix of urban and island living. Unemployment is at an all-time low for Hawaii and maybe impacting current student enrollment at MCSA.

Data shows that there is approximately 23.1% of K-12 students speaking a language other than English in the home. Given this data, we can assume that the parents or guardians maybe in need of support to learn English as a Second Language. The data reflects the need for family literacy classes at our school sites for parents to be able to assist their elementary school-aged children with homework and classroom assignments. The data also shows the need for businesses, including the hotel industry, who employ immigrants need the necessary support to train and educate adults to be able to interact with clients and customers. It is essential to support these entities with our Workforce Development Diploma program that provides the necessary workplace literacy classes to prepare them for the workforce.

Also, of significance is the documentation of 18.4% of families in the McKinley community living below the poverty level is much higher than the 9.2% reported for the City and County of Honolulu or for the percentages reported for the entire State of Hawaii.

Kupu HiSET Completers with Transition Coordinator, Eren Avegalio
Of the five campuses, the McKinley Campus is the largest with a single registration count of 6,816 for the SY 2018-2019. Although the number of sites decreased, the enrollment remained steady.

Student single registration count in the ABE/ESL programs remain relatively the same except for a slight decrease during the 2018-2019 school year. The “sunsetting” of the CBCSDP may have impacted this decrease.

The largest age group for the three years is 25-44.
General Demographics of the Farrington Campus

<table>
<thead>
<tr>
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<th>General</th>
<th>Farrington Area</th>
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<tr>
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<td>986,999</td>
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<td>$21,599</td>
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<tr>
<td>Families in Poverty</td>
<td>18.1%</td>
<td>9.2%</td>
<td>11.0%</td>
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<tr>
<td>Residents who are new immigrants since 2000</td>
<td>17.4%</td>
<td>7.3%</td>
<td>6.8%</td>
<td></td>
</tr>
<tr>
<td>K-12 students who are English language learners</td>
<td>20.9%</td>
<td>7.4%</td>
<td>7.5%</td>
<td></td>
</tr>
</tbody>
</table>


The Farrington campus which is co-located at the City and County of Honolulu American Job Center and Farrington High School, services students from Alewa Heights, Iwilei, Kalihi Kai, Kalihi Uka, Kalihi Valley, Kalihi Waena, and parts of Kamehameha Heights, Kapalama, and Palama. These communities include the highest percentages of Filipinos and Asians statewide. These communities also include the second-largest population of Other Pacific Islanders in the state and percent of K-12 students who are English language learners.
The Farrington Campus number of registrations for the SY 2018-2019 total 631 students. The number of sites have declined. However, the enrollment count shows only a slight decrease of 25 registrations from the previous year.

The ABE/ESL programs show a decrease in student enrollment based on the number of registrations from SY 2016-2017 to SY 2017-2018. However, the number of registrations increased the following school year.

The largest age group for the three reported years is 16-18.
### General Demographics of the Moanalua Campus

<table>
<thead>
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<th>Moanalua Area</th>
<th>Honolulu County</th>
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<tr>
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<td>51,313</td>
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<td>Per capita income</td>
<td>$39,214</td>
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<td>Families in Poverty</td>
<td>6.1%</td>
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<tr>
<td>Residents who are new immigrants since 2000</td>
<td>18.5%</td>
<td>7.3%</td>
<td>6.8%</td>
</tr>
<tr>
<td>K-12 students who are English language learners</td>
<td>19.7%</td>
<td>7.4%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>


The Moanalua Campus area includes the neighborhoods of Moanalua and Aiea, Salt Lake, and parts of Red Hill, Kahauiki, and Mapunapuna. The per capita income of $39,214 is higher than the state average. Of $30,970.

This campus, located on the Moanalua High School campus, services two major communities within the South-side Central Oahu School District-Moanalua and Aiea and is located below Tripler Medical Center. This campus also maintains additional sites in partnership with other schools, businesses, organizations, agencies, and institutions to include Hickam Air Force Base and the Army Base at Fort Shafter.

The Vice Principal of the Moanalua Campus also oversees the State of Hawaii Public Safety Corrections Adult Education programs statewide.

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Moanalua Campus
The Moanalua Campus is the second largest with a single registration count for the SY 2018-2019 of 3,249 students. Although the number of sites decreased, the enrollment continues to increase.

The ABE/ESL programs experienced a slight decrease in student enrollment during the SY 2017-2018. However, SY 2018-2019 showed an increase of single registration of 18 students.

Similar to the McKinley Campus, the largest age group for all three reported years were between ages 25-44.
GENERAL DEMOGRAPHICS OF THE MAUI CAMPUS

<table>
<thead>
<tr>
<th>General</th>
<th>Maui Area</th>
<th>Maui County</th>
<th>State of Hawaii</th>
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</thead>
<tbody>
<tr>
<td>Total population</td>
<td>52,231</td>
<td>128,241</td>
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<td>Per capita income</td>
<td>$22,294</td>
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<tr>
<td>Families in Poverty</td>
<td>8.7%</td>
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<tr>
<td>Residents who are new immigrants since 2000</td>
<td>7.9%</td>
<td>7.3%</td>
<td>6.8%</td>
</tr>
<tr>
<td>K-12 students who are English language learners</td>
<td>7.3%</td>
<td>7.4%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

The Maui campus includes the islands of Maui, Molokai and Lanai. The 2018 University of Hawaii Center on the Family shows a higher percentage of Asians (37.1%) and a lower percentage of Caucasians (34.5%) residing in these communities. The majority of Asians in the Maui area are of Filipino descent. The percentage of Maui families who are living in poverty is 9.2% which is lower than the state average of 11.0%. The Maui campus services a majority of students who are enrolled in the GED or HiSET. Through the Maui Campus, instructional services in basic skills and the Workforce Development Diploma Program are offered to encourage an effective student transition to the labor force, military, and post-secondary education are offered.

Given their location, Maui Campus also utilizes computer-based and web-based programs to provide targeted instruction specifically for ABE and IELCE through Essential Education’s TABE Academy and Burlington English.

In addition, the Maui Campus Vice Principal, Kurt Ginoza oversees the educational program provided by Hawaii DOE in the Maui Correctional Facilities.

Maui Campus HiSET Graduation Speaker, Dylan Kepa
The Maui Campus is the third largest campus with 960 registrations in the SY 2018-2019. The number of sites remained the same but the enrollment count shows a decrease from prior years.

The ABE/ESL programs show a decrease in student enrollment based on the number of registrations since 2016-2017. This may be the result of the “sunsetting” of the CBCSDP.

The largest age group for all three reported years fluctuate between ages 16-18 during SY 2016-2017 and SY 2018-2019 and ages 25-44 during the SY 2017-2018.
## General Demographics of the Kauai Campus

![Map of Kauai](image)

References: Center on the Family 2018 [www.uhfamily.hawaii.edu](http://www.uhfamily.hawaii.edu)

<table>
<thead>
<tr>
<th>General</th>
<th>Kauai Area</th>
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</thead>
<tbody>
<tr>
<td>Total population</td>
<td>58,463</td>
<td>986,999</td>
<td>1,440,382</td>
</tr>
<tr>
<td>Per capita income</td>
<td>$21,292</td>
<td>$32,194</td>
<td>$30,970</td>
</tr>
<tr>
<td>Families in Poverty</td>
<td>18.1%</td>
<td>9.2%</td>
<td>11.0%</td>
</tr>
<tr>
<td>Residents who are new immigrants since 2000</td>
<td>3.9%</td>
<td>7.3%</td>
<td>6.8%</td>
</tr>
<tr>
<td>K-12 students who are English language learners</td>
<td>20.7%</td>
<td>7.4%</td>
<td>7.5%</td>
</tr>
</tbody>
</table>
Our Kauai campus is the smallest and encompasses the entire island of Kauai, with a per capita income of $21,292 that is lower than the state average of $30,970. There are approximately 60 students enrolled at our Kauai Campus, located on the grounds of Kauai High School. The course offerings include GED, HiSET, and the Workforce Development Diploma Program. Vice Principal, Lance Jyo also oversees the Hawaii Department of Education’s adult education program offered in the Kauai Correctional Center. Computer based and web-based programs are provided at this campus given its location and distance from the island of Oahu.

The Kauai campus continues to make a strong effort to build and strengthen community partnerships to better serve students. They have partnered with the Family Courts along with labor unions, non-profit organizations, and the Kauai American Job Center to better align their education and literacy activities with the skills needed for students to succeed in the workforce.

This school year, the addition of a fulltime Transition Coordinator has provided the Kauai Campus with the personnel necessary to increase community outreach that is showing signs of positively impacting the student enrollment, and strengthening of community partnerships. This personnel addition is a welcomed addition and beneficial to the students and community as a whole.

Kauai Campus Graduate, Cerenity Davis
The Kauai Campus has the smallest enrollment of all campuses with a slight increase for the past three school years. The number of single registrations for the SY 2018-2019 total 242 students, an increase of 74 registrations.

The ABE program shows an increase in student enrollment based on the number of registrations from SY 2016-2017 to SY 2018-2019.

The largest age group for all three reported years are 16-18 for SY 2017-2018 and SY 2018-2019 and ages 25-44 for SY 2016-2017.
General Learner Outcomes (GLOs)

1. Self-Directed Learners: the ability to be responsible for one’s learning.
2. Community Contributors: the understanding that it is essential for human beings to work together.
3. Complex Thinkers: the ability to demonstrate critical thinking and problem solving.
4. Quality Producers: the ability to recognize and produce quality performance and quality products.
5. Effective Communicators: the ability to communicate effectively.
6. Effective and Ethical Users of Technology: the ability to use a variety of technologies effectively.

Hawaii Department of Education’s adult education program has aligned 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. Refer to the Adult Education and Family Literacy Act Program State Plan for the State of Hawaii FY 2018 Evidence F.

Student Profile

McKinley Community School for Adults (MCSA) is one of two adult education programs in the Hawaii Department of Education (HDOE) schools. MCSA is a unified adult education program that operates with a principal who oversees the entire MCSA adult education program serving the education needs of young and older adults in four major geographic areas: the entire urban Honolulu, the Farrington Community; the Moanalua Communities; and the neighbor island communities of Kauai and Maui which includes the islands of Lanai and Molokai, as well as the Public Safety Corrections system. Assisting the Principal of MCSA are four Vice Principals that are assigned to supervise and lead the operations and programs in the four geographic areas.

Enrollment

In 1945 the Hawaii Territorial Legislature passed Act 108 (currently Part I of the Hawaii Revised Statutes) to provide for the establishment of adult schools in Hawaii. One year later MCSA opened to meet the educational needs of Hawaii residents and returning World War II veterans.

The majority of students at MCSA are enrolled in National Reporting System (NRS) classes. The Office of Career, Technical, and Adult Education utilizes the NRS system of accountability and defines the term “single count” as a student who is counted only once regardless of the number of NRS classes taken in one school year.

NRS classes include ESL, ABE, and ASE classes. Enrollment and achievement in these classes are tracked by CASAS and the NRS.

Special interest classes, tailored to meet the HIDOE and community demands account for less than 5% of MCSA’s class offerings.

Program Offerings

Program offerings accommodate the interests and changing needs of individuals as they strive to expand their knowledge and improve their skills as parents, workers, citizens, and participating members of communities.
Adult education and literacy activities (Section 203 of WIOA) which are considered non-baccalaureate level continued to be offered and include:

1. English Language Acquisition (ELA) classes for adults with limited English proficiency to achieve competence in the English language to prepare them to join the workforce and/or to continue to postsecondary education.

2. Adult Basic Education (ABE) classes in the basic skill areas of reading, writing, speaking, problem solving, and computation.

3. Adult Secondary Education (ASE) classes for students whose skill levels in English, math, reading, and writing are beyond the eighth-grade level to obtain a community school diploma through General Education Development (GED) and the High School Equivalency Test (HiSET) by attending preparation classes at MCSA, via in person or online.

4. The Workforce Development Diploma Program (WDDP) emphasizes integrated education and training that: (a) provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, (b) is for the purpose of educational and career advancement. Upon successful completion of the educational and training component, a student will earn a Workforce Development Diploma.

5. Adult education and literacy activities that are also offered at the employer’s site geared at literacy skills or training needed as a minimum to qualify for employment.

6. Integrated English literacy and civics education under Section 243 of WIOA for English language learners who are adults, including professionals with degrees and credentials in their native countries.

7. Computer Classes for adults to learn basic skills, as well as Microsoft Excel, Microsoft Office Basics, Photoshop, and Website Creation.

8. Family Literacy classes and activities at neighboring elementary schools within the school’s delivery area to enhance parental involvement with their children’s education.

9. Department of Education Support Programs offering training certification programs for substitute teachers, testing facility for ParaPro certification for educational assistants.

10. A limited number of Cultural-Recreation Program offering a range of cultural, recreational, and vocational classes.

Maui Campus Graduate Siaosi Kaitapu
Corrections Education

MCSA is tasked with operating programs for Hawaii’s Correctional facilities education under section 225 of WIOA. Currently, Moanalua Campus’ Vice Principal and Maui Campus’ Vice Principal in collaboration with the Department of Public Safety work in coordination to provide a jointly-funded basic skills education program and services to Hawaii’s eligible incarcerated population. Program offerings for the institutionalized are basically the same as those for the regular eligible target populations. Special education programs are offered by the HIDOE’s Special Education Section to meet unique needs of the institution’s eligible population.

In an effort to reduce recidivism, MCSA in coordination with the Department of Public Safety offer incarcerated and formerly incarcerated individuals access to career pathway opportunities through innovative approaches that support academic achievement and the ability to complete a High School Equivalency (HSE) credential either through GED or HiSET. The credentials also provide further opportunities for the inmate to transition to postsecondary training upon release. Furthermore, incarcerated individuals are prepared for life outside of the institution, once released by being offered job readiness in collaboration with workforce partners, namely the American Job Centers Hawaii.

Implementation of the Na Hopena A’o

MCSA embraces the Na Hopena A’o (HĀ) framework that provides employees and students the skills, behaviors and dispositions that are reminiscent of Hawaii’s uniqueness and to honor the qualities and values of the indigenous language and culture of Hawaii.

MCSA works together as a system that includes all 5 campuses as well as everyone in the broader community to include all partners. Together, we work towards developing the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawaii (“BREATH”) in ourselves, students and others.

The Hawaiian values, language, culture and history, serve as a foundation that reflects HĀ, the uniqueness of Hawaii and is meaningful in all places of learning within our school.

HĀ supports a holistic learning process with universal appeal and application to guide learners and leaders in the entire school community. This is exemplified through our positive working relationship with our WIOA partners, the Department of Labor and Industrial Relations as well as the Department of Health and Public Safety, Division of Vocational Rehabilitation, business partners, and the Department of Public Safety, specifically Corrections, and the community as a whole.
II. **Disaggregated and Interpreted Student Outcome Data**

**Program Year 2016-17**

**PY 2016-17 ESL Students Meeting or Exceeding NRS Benchmarks**

Students who were pre- and post-tested as reflected in Table 4B show a significantly higher percentage of students meeting or exceeding the benchmarks. The data for all ESL levels as reflected on Table 4B show that our students have met or exceeded the established benchmarks except for ESL 6 with a gain of 9.9%.

**PY 2016-17 ABE (ABE 1-4) Students Meeting or Exceeding NRS Benchmarks**

The NRS data show a significantly higher percentage of students meeting the benchmarks in ABE. The data for all ABE levels as reflected on Table 4B show that all of our students that have been pre- and post-tested have met or exceeded the State Benchmark. ABE 1 shows a high gain of 92.3% over the benchmark of 30%.

**PY 2016-17 ASE Students Meeting or Exceeding NRS Benchmarks**

ASE Level 5 students exceeded their benchmarks in Table 4B. These post-test scores are validated by numbers who passed the CBCSDP Unit and Mastery Tests and the GED/HiSET test. ASE students are represented in NRS level ABE 5 (ASE Low) and ABE 6 (ASE High). ABE 6 students did not meet the State Benchmark. **MCSA considers the data in NRS Table 4B a more accurate reflection of student learning and achievement because it provides pre and post tested data.**

<table>
<thead>
<tr>
<th>NRS Level</th>
<th>Students Enrolled</th>
<th>State Benchmark</th>
<th>2016-17 Table 4 POPs w/ MSGs</th>
<th>2016-17 Table 4B (EFL Gains)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 1</td>
<td>99</td>
<td>35.0%</td>
<td>24.0%</td>
<td>75.6%</td>
</tr>
<tr>
<td>ESL 2</td>
<td>67</td>
<td>35.0%</td>
<td>33.8%</td>
<td>86.2%</td>
</tr>
<tr>
<td>ESL 3</td>
<td>154</td>
<td>32.0%</td>
<td>28.4%</td>
<td>58.7%</td>
</tr>
<tr>
<td>ESL 4</td>
<td>296</td>
<td>28.0%</td>
<td>24.9%</td>
<td>42.8%</td>
</tr>
<tr>
<td>ESL 5</td>
<td>261</td>
<td>30.0%</td>
<td>24.4%</td>
<td>54.3%</td>
</tr>
<tr>
<td>ESL 6</td>
<td>269</td>
<td>17.0%</td>
<td>10.1%</td>
<td>9.9%</td>
</tr>
<tr>
<td>ABE 1</td>
<td>35</td>
<td>30.0%</td>
<td>34.3%</td>
<td>92.30%</td>
</tr>
<tr>
<td>ABE 2</td>
<td>129</td>
<td>45.0%</td>
<td>29.8%</td>
<td>77.6%</td>
</tr>
<tr>
<td>ABE 3</td>
<td>298</td>
<td>43.0%</td>
<td>26.9%</td>
<td>55.6%</td>
</tr>
<tr>
<td>ABE 4</td>
<td>474</td>
<td>37.0%</td>
<td>31.4%</td>
<td>46.2%</td>
</tr>
<tr>
<td>ABE 5</td>
<td>301</td>
<td>33.0%</td>
<td>40.1%</td>
<td>42.6%</td>
</tr>
<tr>
<td>ABE 6</td>
<td>157</td>
<td>17.0%</td>
<td>*</td>
<td>9.0%</td>
</tr>
</tbody>
</table>

NRS Tables 4 and 4B for 2016-17 * Table 4B measures pre/post gains. NRS does not require ABE 6 scores on Table 4
**Program Year 2017-18**

**PY 2017-18 ESL Students Meeting or Exceeding NRS Benchmarks**

Students who are pre- and post-tested as reflected in Table 4B show a significantly higher percentage of students meeting or exceeding the benchmarks. **MCSA considers the data in Table 4B a more accurate reflection of student learning and achievement.** The data for all ESL levels as reflected on Table 4B show that our students have met or exceeded the established benchmarks. Even though the negotiated NRS Benchmarks for PY 2017-18, were increased, the results of the data show that McKinley CSA far exceeded what was established.

**PY 2017-18 ABE (1-4) Students Meeting or Exceeding NRS Benchmarks**

Students who were pre-and post-tested as reflected in Table 4B show a significantly higher percentage of students meeting the benchmarks. **MCSA considers the data in Table 4B a more accurate reflection of student learning.**

**PY 2017-18 ASE (ABE 5 & 6) Students Meeting or Exceeding NRS Benchmarks**

ASE students exceeded their benchmarks in Table 4B. These post-test scores are validated by numbers who passed the CBCSDP Unit and Mastery Tests and the GED/HiSET test. **ASE students are represented in NRS level ABE 5 (ASE Low) and ABE 6 (ASE High).**

<table>
<thead>
<tr>
<th>NRS Level</th>
<th>Students Enrolled</th>
<th>State Benchmark</th>
<th>2017-18 Table 4 POPs w/ MSGs</th>
<th>2017-18 Table 4B (Gains)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 1</td>
<td>104</td>
<td>37.0%</td>
<td>24.0%</td>
<td>61.0%</td>
</tr>
<tr>
<td>ESL 2</td>
<td>64</td>
<td>37.0%</td>
<td>33.8%</td>
<td>79.3%</td>
</tr>
<tr>
<td>ESL 3</td>
<td>152</td>
<td>35.0%</td>
<td>28.4%</td>
<td>57.9%</td>
</tr>
<tr>
<td>ESL 4</td>
<td>258</td>
<td>30.0%</td>
<td>24.9%</td>
<td>51.9%</td>
</tr>
<tr>
<td>ESL 5</td>
<td>230</td>
<td>30.0%</td>
<td>24.4%</td>
<td>51.8%</td>
</tr>
<tr>
<td>ESL 6</td>
<td>274</td>
<td>17.0%</td>
<td>10.1%</td>
<td>19.0%</td>
</tr>
<tr>
<td>ABE 1</td>
<td>44</td>
<td>33.0%</td>
<td>53.3%</td>
<td>88.0%</td>
</tr>
<tr>
<td>ABE 2</td>
<td>169</td>
<td>46.0%</td>
<td>42.4%</td>
<td>75.9%</td>
</tr>
<tr>
<td>ABE 3</td>
<td>324</td>
<td>44.0%</td>
<td>38.4%</td>
<td>59.8%</td>
</tr>
<tr>
<td>ABE 4</td>
<td>484</td>
<td>37.0%</td>
<td>38.2%</td>
<td>51.9%</td>
</tr>
<tr>
<td>ABE 5</td>
<td>220</td>
<td>33.0%</td>
<td>40.8%</td>
<td>45.2%</td>
</tr>
<tr>
<td>ABE 6</td>
<td>133</td>
<td>17.0%</td>
<td>*</td>
<td>19%</td>
</tr>
</tbody>
</table>

NRS Tables 4 and 4B for 2017-18 * Table 4B measures pre/post gains. NRS does not require ABE 6 scores on Table 4.
2017-18 ESL students who were pre and posted tested as reflect in Table 4B show a significantly higher percentage of students meeting the State benchmarks.

2017-18 ABE students in Level 1 and Level 2 show the greatest learning gains based on the pre and post-test as reflected in this Table.
Educational Functioning Levels (EFLs) for Program Year 2017-18 show the highest number of students enrolled in ABE 4 (484) and 274 in ESL 6 (274)

PY 2017-18 Enrollment by Gender

Female, 1419, 58%
Male, 1037, 42%
Students between the ages of 25-44 comprise the largest age group of students enrolled at MCSA. Adults ages 45-54 and ages 19-24 account for the next largest group enrolled.
**Program Year 2018-19**

**PY 2018-19 ESL Students Meeting or Exceeding NRS Benchmarks**
Students who are pre- and post-tested as reflected in Table 4B show a significantly higher percentage of students meeting or exceeding the benchmarks. **MCSA considers the data in Table 4B a more accurate reflection of student learning.** The data for all ESL levels as reflected on Table 4B show that our students have met or exceeded the established benchmarks, except ESL 6 with scores 0.7% below the target. Even though the negotiated NRS Benchmarks for PY 2017-18, were increased, the results of the data show that McKinley CSA far exceeded what was established in all other levels.

**PY 2018-19 ABE (ABE 1-4) Students Meeting or Exceeding NRS Benchmarks**
Students who were pre-and post-tested as reflected in Table 4B show a significantly higher percentage of students meeting the benchmarks. **MCSA considers the data in Table 4B a more accurate reflection of student learning and achievement.**

**PY 2018-19 ASE (ABE 5 & 6) Students Meeting or Exceeding NRS Benchmarks**
ASE students exceeded their benchmarks in Table 4B. These post-test scores are validated by numbers who passed the CBCSDP Unit and Mastery Tests and the GED/HiSET test. *ASE students are represented as ABE 5 (ASE low) and ABE 6 (ASE High).*

<table>
<thead>
<tr>
<th>NRS Level</th>
<th>Students Enrolled</th>
<th>State Benchmark</th>
<th>2018-19 Table 4 POPs w/ MSGs</th>
<th>2018-19 Gain Table 4B</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 1</td>
<td>91</td>
<td>37.0%</td>
<td>34.7%</td>
<td>73.3%</td>
</tr>
<tr>
<td>ESL 2</td>
<td>84</td>
<td>37.0%</td>
<td>38.5%</td>
<td>83.7%</td>
</tr>
<tr>
<td>ESL 3</td>
<td>158</td>
<td>35.0%</td>
<td>32.3%</td>
<td>59.3%</td>
</tr>
<tr>
<td>ESL 4</td>
<td>213</td>
<td>30.0%</td>
<td>22.2%</td>
<td>43.4%</td>
</tr>
<tr>
<td>ESL 5</td>
<td>230</td>
<td>30.0%</td>
<td>23.2%</td>
<td>46.6%</td>
</tr>
<tr>
<td>ESL 6</td>
<td>221</td>
<td>17.0%</td>
<td>9.0%</td>
<td>16.3%</td>
</tr>
<tr>
<td>ABE 1</td>
<td>39</td>
<td>33.0%</td>
<td>43.9%</td>
<td>88.9%</td>
</tr>
<tr>
<td>ABE 2</td>
<td>198</td>
<td>46.0%</td>
<td>39.2%</td>
<td>73.7%</td>
</tr>
<tr>
<td>ABE 3</td>
<td>353</td>
<td>44.0%</td>
<td>34.1%</td>
<td>62.0%</td>
</tr>
<tr>
<td>ABE 4</td>
<td>449</td>
<td>37.0%</td>
<td>38.5%</td>
<td>50.5%</td>
</tr>
<tr>
<td>ABE 5</td>
<td>195</td>
<td>33.0%</td>
<td>41.0%</td>
<td>48.7%</td>
</tr>
<tr>
<td>ABE 6</td>
<td>132</td>
<td>17.0%</td>
<td>*</td>
<td>18.1%</td>
</tr>
</tbody>
</table>

NRS Tables 4 and 4B for 2018-19 * Table 4B measures pre/post gains. NRS does not require ABE 6 scores on Table 4
2018-19 ESL Student Learning Gains by Pre-Post Test Results

2018-19 ESL students who were pre and post tested as reflect in Table 4B show a significantly higher percentage of students meeting the State benchmarks.

2018-19 ABE Student Learning Gains by Pre-Post Test Results

2018-19 ABE students in Level 1 and Level 2 show the greatest learning gains based on the pre and post test as reflected in this Table.
2018-19 Students in Educational Functioning Levels

Educational Functioning Levels (EFLs) for Program Year 2017-18 show the highest number of students enrolled in ABE 4 (449) and in ESL 5 (230).

Enrollment by Gender

PY 2018-2019 - Enrollment by Gender

Female, 1306, 55%
Male, 1057, 45%
**Enrollment by Age**

During program year 2018-19 students between the ages of 25 and 44 comprise the largest age group of MCSA students, followed by students between the ages of 45 and 54. Young adults between the ages of 16 and 28 represent the third largest student population.

![Enrollment by Age Graph](chart.png)

*Students between the ages of 25-44 comprise the largest age group of students enrolled at MCSA. Adults ages 45-54 and ages 16-18 account for the next largest group enrolled.*

**Teacher Observations and Interviews**

Teacher classroom observations and interviews conducted provide a positive indicator of the teachers’ ability to successfully integrate the College and Career Readiness standards in the classroom. Adult students demonstrate effective communication and interpersonal skills to work productively with individuals and groups and to make decisions that are based on solid information. Timely and appropriate instruction focuses on thoughtful analysis, consideration of options, and careful judgment to improve the quality of life and to seek solutions to personal, community, national, and world problems.

Teachers cite a need for increased professional development to be able to integrate technology and current research-based instructional methodology effectively within the curriculum. MCSA has responded by offering a series of technology workshops focusing on Essential Education, StandOut, Burlington English, ExamView Pro, and Rosetta Stone.

**Student Surveys**

Student success is the driving force that shapes the school’s goals. A major part of the school’s effort is focused on helping students meet their academic and career goals. While most students attend classes because they recognize the importance of education, MCSA is in competition with work, family, and other responsibilities. Student time at school is limited to the time spent in class. McKinley teachers successfully provide students with personal and learning support as evidenced by responses to questions in the student surveys below.
### Student Program / Class Survey

Each semester MCSA administers a Student Class / Program Survey that allows students to provide feedback pertaining to the teacher/class enrolled, the attainment of the General Learner Outcomes (GLO’s) and regarding support provided by school staff.

Students are asked to respond to 17 questions on a scale from Strongly Agree, Somewhat Agree, Disagree, Strongly Disagree and Not Applicable.

**Section A: My Teacher...**
1. is organized and well prepared
2. creates a positive atmosphere in the classroom
3. encourages me to do my best work
4. takes time to give me individual attention
5. is knowledgeable in the subject area
6. makes the class (subject) interesting

7. can explain the subject in ways that help me to learn
8. uses a variety of teaching strategies
9. encourages students to express their ideas
10. I would take another course from this teacher

**Section B: This class has helped me to become...**
11. a more effective oral communicator
12. a more effective written communicator
13. a more complex thinker and problem solver
14. a more independent and life-long learner
15. better prepared for the world of work
16. more motivated to do my best in school

**Section C: This school staff**
17. has provided me with support (counseling, referral for services, resource information) needed to obtain my goals (post-secondary, employment, military, etc)

**Comments**

### Results of the Fall 2018 Student Program / Class Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
<th>% Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>305 (89.2%)</td>
<td>31 (9.1%)</td>
<td>3 (0.9%)</td>
<td>3 (0.9%)</td>
<td>0</td>
<td>98.3%</td>
</tr>
<tr>
<td>Q2</td>
<td>289 (84.5%)</td>
<td>44 (12.9%)</td>
<td>8 (2.3%)</td>
<td>0</td>
<td>0</td>
<td>97.4%</td>
</tr>
<tr>
<td>Q3</td>
<td>282 (82.7%)</td>
<td>51 (15%)</td>
<td>6 (1.8%)</td>
<td>1 (0.3%)</td>
<td>0</td>
<td>97.7%</td>
</tr>
<tr>
<td>Q4</td>
<td>275 (80.6%)</td>
<td>54 (15.8%)</td>
<td>9 (2.6%)</td>
<td>2 (0.6%)</td>
<td>0</td>
<td>96.4%</td>
</tr>
<tr>
<td>Q5</td>
<td>293 (86.4%)</td>
<td>39 (11.5%)</td>
<td>6 (1.8%)</td>
<td>0</td>
<td>0</td>
<td>97.9%</td>
</tr>
<tr>
<td>Q6</td>
<td>287 (84.2%)</td>
<td>44 (12.9%)</td>
<td>6 (1.8%)</td>
<td>4 (1.2%)</td>
<td>0</td>
<td>97.1%</td>
</tr>
<tr>
<td>Q7</td>
<td>292 (86.1%)</td>
<td>41 (12.1%)</td>
<td>4 (1.2%)</td>
<td>2 (0.6%)</td>
<td>0</td>
<td>98.2%</td>
</tr>
<tr>
<td>Q8</td>
<td>283 (83.7%)</td>
<td>45 (13.3%)</td>
<td>7 (2.1%)</td>
<td>3 (0.9%)</td>
<td>0</td>
<td>97%</td>
</tr>
<tr>
<td>Q9</td>
<td>291 (85.3%)</td>
<td>42 (12.3%)</td>
<td>4 (1.2%)</td>
<td>3 (0.9%)</td>
<td>0</td>
<td>97.6%</td>
</tr>
<tr>
<td>Q10</td>
<td>266 (78.2%)</td>
<td>48 (14.1%)</td>
<td>16 (4.7%)</td>
<td>8 (2.4%)</td>
<td>2 (0.6%)</td>
<td>92.3%</td>
</tr>
<tr>
<td>Q11</td>
<td>243 (71.9%)</td>
<td>79 (23.4%)</td>
<td>14 (4.1%)</td>
<td>1 (0.3%)</td>
<td>0</td>
<td>95.3%</td>
</tr>
<tr>
<td>Q12</td>
<td>231 (68.3%)</td>
<td>93 (27.5%)</td>
<td>14 (4.1%)</td>
<td>0</td>
<td>0</td>
<td>95.8%</td>
</tr>
<tr>
<td>Q13</td>
<td>206 (61.1%)</td>
<td>111 (32.9%)</td>
<td>15 (4.5%)</td>
<td>0</td>
<td>5 (1.5%)</td>
<td>94%</td>
</tr>
<tr>
<td>Q14</td>
<td>233 (69.1%)</td>
<td>86 (25.5%)</td>
<td>11 (3.3%)</td>
<td>1 (0.3%)</td>
<td>6 (1.8%)</td>
<td>94.6%</td>
</tr>
<tr>
<td>Q15</td>
<td>221 (65.8%)</td>
<td>95 (28.3%)</td>
<td>11 (3.3%)</td>
<td>3 (0.9%)</td>
<td>6 (1.8%)</td>
<td>94.1%</td>
</tr>
<tr>
<td>Q16</td>
<td>258 (76.6%)</td>
<td>68 (20.2%)</td>
<td>9 (2.7%)</td>
<td>2 (0.6%)</td>
<td>0</td>
<td>96.8%</td>
</tr>
<tr>
<td>Q17</td>
<td>185 (57.1%)</td>
<td>85 (26.2%)</td>
<td>16 (4.9%)</td>
<td>3 (0.9%)</td>
<td>35 (10.8%)</td>
<td>83.3%</td>
</tr>
</tbody>
</table>
For many teachers and staff, one of the most important sources of feedback about their teaching practice is their students. Knowing how their students feel about how they are taught and supported in their classes and at school can help teachers develop stronger relationships with their students, set goals, and measure progress towards those goals. Student surveys about teaching give teachers the feedback they need to strengthen their practice.

Student voice plays a critical role in helping MCSA improve delivery of instruction as well as provided feedback on the curriculum. The collection of student perceptions of teaching and learning matters for educators and our Leadership Team.
### MCSA Teacher Survey – Spring 2019

<table>
<thead>
<tr>
<th>QUESTION 1</th>
<th>QUESTION 2</th>
<th>QUESTION 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate effective communication and interpersonal skills to work productively with individuals and groups.</td>
<td>Make decisions that are based on solid information and reached through thoughtful analysis, consideration of options, and careful judgement to improve the quality of life and to seek solutions to personal, community, national and world problems.</td>
<td>Use and understand technology, including computers, to learn, analyze, imagine, and create.</td>
</tr>
<tr>
<td>4.73 (Average)</td>
<td>4.55</td>
<td>3.97</td>
</tr>
</tbody>
</table>

The teacher surveys conducted each semester provides a positive indicator of the teachers’ ability to meet the GLO’s and standards taught in the classroom and more importantly, critical life skills that allows our students to function as cooperative, responsible and contributing members to our society. Students make decisions that are based on solid information and reached through thoughtful analysis, consideration of options, and careful judgement to improve the quality of life and to seek solutions to personal, community, national and world problems. There is an ongoing need for professional develop opportunities for teachers to use and understand technology and the skills needed for 21st century learners in a global society.
**Student Enrollment and Student Achievement (Profile)**

MCSA is dependent upon the number of students who enroll in all programs. Total enrollment for school year 2017-18 (2,456), and 2018-19 (2,363). Since the reorganization of the community schools in 2013, the enrollment increased but currently it is decreasing for several possible reasons:

- Low employment rate in the state of Hawaii.
- Changes in the state registration procedures.
- Rigor in student expectation and purpose for enrolling in courses due to WIOA requirements.
- Student commitment to fulfill course hours.
- Increase in registration fees.
- Limited special interest courses.

Through the current action plan and the school financial academic plan, the problems with enrollment are being addressed.

Student proficiency is assessed by the Comprehensive Adult Student Assessment System (CASAS) and the Test of Adult Basic Education (TABE) pre and post testing as well as teacher evaluation and counseling. All classes funded by AEFLA demand rigor and relevance through standards-based curricula and are assessed by CASAS and TABE at the beginning and end of each semester. The student scores are reported to the National Reporting System and students are promoted based on the completion of a CASAS level.

<table>
<thead>
<tr>
<th>MCSA Campus</th>
<th>Description of student enrollment</th>
</tr>
</thead>
</table>
| McKinley    | ● Largest campus  
               ● On the island of Oahu  
               ● Urban communities (business and government)  
               ● High Asian population |
| Farrington  | ● Large Asian population  
               ● Large Filipino and Pacific Islander population  
               ● On the island of Oahu |
| Moanalua    | ● On the island of Oahu  
               ● Large Asian Population of Koreans, Chinese  
               ● Serves Military and correctional facilities |
| Maui        | ● Serves the entire island including the islands of Lanai and Molokai  
               ● Large population of Caucasians and Filipinos  
               ● High enrollment of General Educational Development (GED) and HiSET |
| Kauai       | ● High enrollment of General Educational Development (GED) and HiSET |
**Brief Summary of Implications of Data with Identified Major Preliminary Student Learning Needs**

Ongoing School Improvement is a never-ending process that is the major priority among the Leadership Team. They are aware of their adult student population, their diverse learning needs, and understand what students need to accomplish their Learning Plan. To meet these needs of students, and to support their learning, MCSA develops and puts into action, the school developed Academic and Financial Plan, which serves as the roadmap for school improvement initiatives that impact the school’s program and operations. Besides MCSA’s identified school improvement initiatives, the Academic and Financial Plan is aligned with the recommendation and mandates of other groups that influence education, i.e. School-wide Action Plan (WASC); Hawaii Department of Education School Improvement Statewide Priorities, Workforce Innovation and Opportunity Act (WIOA), etc. into the plan.

As a result of ongoing school improvement, some of the activities the campuses are implementing and monitoring are as follows:

- Students are able to demonstrate that they are on a path toward success in college, career, and citizenship.
- Teachers receive staff development in-servicing and are implementing College and Career Readiness and Common Core Adult Education Standards.
- MCSA Administration/Faculty incorporate Technology as an instructional delivery strategy to better support the learner, i.e. software online learning program for ABE, ESL, Para Pro test administration for DOE staff.
- Leadership to provide courses in collaboration with WIOA partners to prepare students for the workplace such as the Workforce Development Diploma Program.
- Expanded partnerships with community college to promote the preparation of college and career ready students.
GOALS FROM THE WASC SCHOOL-WIDE ACTION PLAN

Goal 1: All students demonstrate they are on a path toward success in college, career, and citizenship. Targets ESL 1, 2, 3, 4, 5

Objectives:

- Students are engaged and ready to learn.
- All students are gaining the academic skills they need to succeed on the adult education pathway and throughout their lives.
- Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.

Student proficiency is assessed by the Comprehensive Adult Student Assessment System (CASAS) and the Test of Adult Basic Education (TABE) pre and post testing as well as teacher evaluation and counseling. All classes funded by AEFLA demand rigor and relevance through standards-based curricula and are assessed by CASAS and TABE at the beginning and end of each semester. The student scores are reported to the National Reporting System and students are promoted based on the completion of a CASAS level. For school year 2014-2015, 76.32% of English as a Second Language Low Beginning students were able to complete a learning level. The second highest score was ESL Beginning Literacy where 60.87% of the students completed a level. An area that needs improvement is Adult Basic Education (ABE) Intermediate High where the completion level was at 47.81. In addition, Adult Secondary Education (ASE) Low show modest learning gains of 37.95%.

Goal 2: MCSA has a high performing culture where employees have the training, support and professional development to contribute effectively to student success.

Objectives:

- Effectively retains and recognizes high performing employees.
- Training and professional development for all DOE employees support student learning and school improvement.
- Leadership across the departments has the capacity to implement systemic changes, including adapting and innovating, modeling optimism and fairness; overseeing school transformation and student success.

Teachers attend regular professional training at waiver days where they are introduced to new programs and operations that are occurring during their teaching term. The Oahu teachers frequently meet together while other campuses participate in the meeting on-line. MCSA has maintained Focus Groups and utilize them for small groups activities to create, react to, or strengthen their knowledge about current educational programs or operations. Because teachers work part-time and are paid by the hours of work (34 hours monthly total) and teach at different times of the school day, and many have other full time work elsewhere, it is very difficult to provide in-service activities other than through the waiver day sessions. Many teachers volunteer their time when needed and there is time in their schedule. MCSA campuses have teacher support rooms that house a professional library of current educational programs/teaching strategies/ education research that available for teacher use. MCSA also promotes professional development among teachers through sharing of findings in peer observations, formative assessments, analysis of student work, and administrative
walkthroughs. The use of technology is promoted to support teaching and student learning.

**Goal 3: Successful Systems of Support: the system and culture of the school work to effectively organize financial human and community resources in support of student success.**

Objectives:

- Facilities and technology meet 21st Century educational needs and standards.
- Financial system, business procedures, and organizational resources support student and school success.

School facilities on all campus are able to support Adult Education Programs. Many have computer labs that are able to be used for whole class instruction as well as to be a training site for teachers to learn current Adult Education Technology Programs and Operations. The teachers have adequate textbooks that incorporate the Core Adult Education Standards into the instruction as well as equipment and resources to support instructions.

Every MCSA campus is adequately staffed with a vice principal, registrar, and an office assistant who oversee operations on the designated campus. Financial/business and accounting operations for the MCSA campus are handled by a clerical team that is under the supervision of a School Administrative Service Assistant who are housed on the McKinley Campus.

MCSA employs well-qualified teachers for their program. However, due to the part-time nature of the job, it is difficult to find teachers who are willing to continuously work the different semesters of the school term.
CHAPTER 1
PROGRESS REPORT

CHAPTER 2
STUDENT/COMMUNITY PROFILE & SUPPORTING DATA AND FINDINGS

CHAPTER 3
SELF-STUDY FINDINGS
A. ORGANIZATION
B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM
C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION
D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY
E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

CHAPTER 4
STUDENT/COMMUNITY PROFILE

CHAPTER 5
ACADEMIC PLAN

APPENDIX

EVIDENCE
CHAPTER 3: SELF-STUDY FINDINGS

The five criteria categories are:

A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture and Support for Student Personal and Academic Growth

CATEGORY A: ORGANIZATION - VISION, MISSION, GENERAL LEARNER OUTCOMES, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1: Vision, Mission, and General Learner Outcomes Criterion

The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the State Strategic Plan and supported by tri-level leadership (state, complex area, school), the school’s purpose is defined further by academic standards, General Learner Outcomes (GLOs), and the school’s Academic Plan.

Vision

“A community of literate, productive, caring and competent lifelong adult learners who interact respectfully with others to the benefit of our society”

Mission

“To provide basic, remedial, and continuing education opportunities, including information technology, for the adult and community population of Hawaii. The broad goal is to accommodate a diversity of learning styles and to develop individual skills and interests toward enhancement of the quality of life for all.”

McKinley Community School for Adults (MCSA) has belief, vision, and mission statements that reflect its commitment to accommodate a diversity of learning styles and to develop individual skills and interest towards enhancement of the quality of life for all. MCSA Vision and Mission statements are reviewed annually and revisited each spring at an all campus Waiver Day meeting to ensure that statements are modified as necessary to confirm their relevancy and to assure alignment to belief statements. Staff from all MCSA Campuses (McKinley, Kauai, Maui, Moanalua, Farrington) are invited to participate in this collaborative process.
MCSA’s vision and mission statements align with the Department of Education’s three statewide goals.

Goal 1: **is student success**, achieved by students demonstrating that they are on a pathway toward success in college, career, or citizenship.

Goal 2: **is staff success**, realized in a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

Goal 3: **is to establish and maintain successful systems of support**. The system and culture of MCSA provide opportunities to collaboratively and effectively organize financial, human, and community resources in support of student success.

Hawaii Department of Education’s adult education program has aligned 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.

General Learner Outcomes (GLOs) are expectation for all MCSA Learners. The GLOs are used by teachers to guide effective instructional practice. Both teachers and students are held accountable for demonstrating understanding and use of GLOs both in and out of the classroom. As a visual reminder, the GLOs are strategically displayed in all classrooms and throughout the school display areas. Efforts are currently being made to have the CCRS Standards accessible to all students, teachers, and staff and to have them visually displayed throughout the school.

**A2: Governance Criterion**

The school’s program and operations are in alignment with the Hawai‘i Board of Education’s policies, and the Hawaii Department of Education Strategic rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawai‘i Department of Education.

The Hawaii State Board of Education is the state governing authority for adult education in Hawai‘i. McKinley Community School for Adults (MCSA) is one of two adult education programs in the Hawai‘i Department of Education (HDOE) schools. The school has adopted policies and procedures that are aligned with BOE’s purpose that support the achievement of standards. The BOE also delegates the development of procedures and the implementation of policy to the Department of Education (DOE). Tri-level leadership (state, complex area, school) provides oversight and support for the successful implementation of the school’s Academic and Financial Plan.

MCSA is a unified adult education program that operates with a Principal who oversee the entire MCSA adult education program that are serving the education needs of young and older adults in four major geographic areas: the entire urban Honolulu, the Farrington community; the Moanalua community; and the neighbor island communities of Kauai and Maui which includes the islands of Lanai and Molokai. Assisting the Principal of MCSA are four Vice Principals that are assigned to supervise/lead the operations and adult education programs in the four geographic areas. Waipahu Community School for Adults (WCSA) is the other adult education program operating in the HIDOE.

The Community School for Adults provides secondary educational services for those individuals who have failed to complete their secondary/high school education. These services also include Adult Basic Education (ABE), Adult Secondary Education (ASE), English Second Language (ESL) and transition services into careers and post-secondary training opportunities. The community school’s mission is to provide opportunities for student to remediate in numeracy and literacy, increase English Language proficiency, and to attain a
secondary credential. In addition, transition services are provided to improve access to post-secondary education and workforce services for individual with significant barriers to employment (e.g. veterans, individual with disabilities, out-of-school and at-risk youth, the incarcerated, etc.).

Each campus is faced with statutory provisions of the Workforce Innovation and Opportunities Act (WIOA) that went into effect on July 1, 2015. The federal WIOA required the Governor, via the Hawaii Workforce Development Board and in coordination with WIOA core programs administered through the Hawaii State Department of Labor and Industrial Relations (DLIR), the Hawaii State Department of Education (Community School for Adults) and the Hawaii State Department of Human Services’ Division of Vocational Rehabilitation (DVR) to submit a Unified State Plan to the United State Department of Labor (DOL).

One of WIOA’s principal areas of reform is to require planning across core programs and to develop more comprehensive and integrated approaches to services, such as career pathways and sector strategies. WIOA requires robust relationships across programs and enhanced coordination and partnerships for strengthened service delivery. WIOA establishes workforce preparation activities which are those services that are designed to help an individual acquire the combination of basic academic, critical thinking, digital literacy, job training and self-management skills.

The Principal of the MCSA system is the ultimate decision maker for MCSA operations. Where decisions need higher level approval, the principal initiates the action. MCSA Administrators and teachers at MCSA know their roles and responsibility as it relates to their job assignment. The area Vice Principal supervise their respective geographical areas and monitor the work of their teachers and are monitored by the Principal of MCSA.
A3: Leadership and Staff Criterion – Data-Informed Decision-Making

Based on multiple sources of data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards. The school leadership and staff annually monitor and refine the Academic Plan based on the analysis of data to ensure alignment with student needs.

The organization of the school’s Leadership Team supports school planning that is broad-based, encourages collaboration, and develops commitment by shareholders. The Leadership Team has also been instrumental in ensuring the school’s compliance with federal mandates such as pre-/post-test requirements and implementation of LACES and the College and Career Readiness Standards. Members of the Leadership Team provide the school with great expertise that they have developed over the many years of educational service they have provided during their careers.

The Leadership Team’s monthly meetings are forums for the discussion of student learning. Student achievement data is routinely analyzed and actions identified in the Academic Plan are monitored. The principal shares the Academic Plan with staff annually at an all campus Waiver Day. MCSA’s Academic Plan is also available for review by all on the school’s official website. The complex area superintendent monitors MCSA’s Academic Plan annually. Revisiting and refinement of the plan is likely to occur especially after the CASAS/TABE post-test scores are available in December and May.

Student performance data is collected and an on-going analysis of the results are followed through to look for areas of strength, areas of need, attainment of benchmarks established for standards, and GLOs based on multiple sources of data. The school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards. MCSA continues to report performance measures through the National Reporting System (NRS).

The NRS is an accountability system for reporting core indicators of performance for federally funded adult education programs as required under AEFLA, WIOA. This reporting system includes a set of student measures to assess the impact of adult education services and for decisions for continuous improvement. MCSA utilizes two student assessment systems: the Test of Adult Basic Education (TABE) for Adult Basic Education and Adult Secondary programs, and the Comprehensive Adult Student Assessment System (CASAS). Both assessments deliver comprehensive diagnostic and prescriptive information, establish measurable learner goals, document learner outcomes and report program effectiveness to students, staff and administrators.

A4: Leadership and Staff Criterion – Schoolwide Organization for Student Achievement

A qualified staff facilitates the achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic Plan through a system of preparation, induction, and ongoing professional development.

The teaching staff at MCSA is a highly qualified, competent, and diverse group of educators with all teachers in NRS Programs minimally possessing a Bachelor’s Degree. Many MCSA teachers hold current or past Department of Education teacher certification. In addition, MCSA provides courses and certification programs for various positions within the HIDOE, i.e. substitute teacher training and recertification and para-professional assessment.
2018-19 MCSA Leadership Team

The school’s Leadership Team, which meets monthly, is composed of the Principal, Vice-Principals, Program Specialist, Registrars, SASA and Accreditation Coordinator. The Leadership Team provides immediate oversight and support for the school’s teachers, programs, and activities at the various sites. It is a vehicle that enables the school to sustain a continuous improvement process.

The addition of the Program Specialist as a vital member of MCSA’s Leadership Team was a strategic one. Providing students, staff, community partners, and school administration alike with support services that include the following:

- To develop, establish and revise as needed, a comprehensive and integrated framework of all MCSA programs and services.
- To delineate pathway options for all students based on their abilities and interest.
- To develop student intake processes resulting in a specific education plan for each student. The component of this process includes academic assessments, career inventories, counseling, and development of individualized plans.
- To link MCSA with high school and post-secondary counseling personnel and provide up-to-date information on adult education programs and services, involving the 4140 process and high school equivalency options.
- To establish public and private partnerships and create post-secondary and employment pathways.

The school has extended great efforts to assure that students remain its primary focus. Toward that end, MCSA has actively pursued assurance that students are provided quality service from their initial registration and for the duration of their educational experiences at the school. The school prides itself in making the following strategies, expectations of all.

- Office personnel, including part-timers, can provide students with timely and accurate information.
- Current registration information is organized, available, and easily accessible via course brochures and the school’s official website.
- All office staff members are able to answer basic questions regarding any program so that return calls are minimized.
- Services to students are more personalized and all alternatives are considered for those in challenging circumstances.
- Use of social media platforms (Facebook, Instagram, Twitter) to keep the school and community connected.

Shared accountability for student learning begins with MCSA’s intake process. To determine current academic (grade level) functioning, all new students are pre-tested using either CASAS or TABE assessment.
Once assessed, students are counseled by Transition Coordinators or administrators. Counseling involves discussing test results, future career goals and program/placement options. Upon placement, students register and begin attending classes. All individuals who register and enroll in AEFLA (Adult Education and Family Literacy Act) classes are asked to designate primary and secondary academic and or employment training goals.

To fulfill a need of the American Job Centers Hawaii, numerous agencies, and employers, MCSA designed and is in the process of implementing a joint agency Workforce Development Diploma for these individuals entering the workforce without a high school diploma, and to equip them with the necessary basic education and access to job training programs. MCSA’s WDDP emphasizes integrated education and training that: (a) provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, (b) is for the purpose of educational and career advancement. Upon successful completion of the educational and training component, a student will earn a Workforce Development Diploma.

CASAS and TABE student testing data is also shared with teachers at faculty and waiver day meetings held at the beginning of the fall and spring semesters. Teachers are also provided individual and class profiles of student test results. These reports guide instruction and assist teachers in identifying the needs of individual students as well as those of the class. Faculty meetings and site-specific staff development efforts continually focus on the different strategies that teachers can employ to more effectively address attainment of College and Career Readiness Standards.

MCSA has offered an array of professional and staff development opportunities for its staff to participate in. Some of the more notable are New Teacher Orientation Sessions, Blackboard On-Line Training, Google Suite, Standout, Burlington English, Essential Education, ASC WASC FOL Training, American Institutes for Research (AIR) Training.

**A5: Leadership and Staff Criterion – Research and Professional Development**

Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

Adult standards-based curriculum development has been consistent and comprehensive because of the strong support that the administration has given to curriculum, instruction, and assessment practices and to professional development. The principal and the school’s LT have taken a pro-active approach to staff development through active involvement and participation in state and national adult literacy conferences and initiatives.

The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the Hawaii General Learner Outcomes (GLOs), CASAS competencies, CCSS and CCRS standards. Professional development for teachers include: New Teacher Orientation Sessions, All Campus Waiver Day Meetings, Burlington English (ESL), Essential Education (ABE/ASE), HiSET Administration and Staff Training, Data Detective Training, Blackboard Learning, Google Suite, ASC WASC FOL Training, American Institutes for Research (AIR) Training, COABE, CASAS, TABE, Standout (Cengage), LINCS Training, Achieve 3000 (EMPOWER), Rosetta Stone, etc.

To encourage attendance at professional development workshops held throughout the state, the administration provides compensation for teachers attending workshops. A copy of the evaluations and comments from workshop participants attesting to the effectiveness of professional development workshops are provided to faculty and staff.
Technology has allowed MCSA to meet the challenge of providing professional development. Through educational technology teachers and students can learn at their own rate and to enhance their skills to become successful learners. MCSA has a full time teacher who serves as the technology specialist. He is assisted by a resource teacher. MCSA has two computer labs that are utilized by classes to enhance the use of technology programs. The school is equipped to use distance learning for training or having meetings. In addition, the computer lab is available to teachers who wish to voluntarily sign up to use one of the computer labs on a non-class day to access pre-recorded webinar training sessions (Essential Education, Burlington English, Standout, etc.)

**A6: Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the General Learner Outcomes and academic standards.

While human, material, physical, and financial resources are never sufficient, the school attempts to utilize its resources effectively and appropriately according to its Academic Plan. The school relies on two funding sources for its operations. The first source is state funds that are provided by the Hawaii DOE budget. The second source is funding provided by the Adult Education and Family Literacy Act (AEFLA). The funds available to the school through this grant have steadily decreased since 2012. The weighted student formula used for allocating funding to DOE K-12 schools, does not apply to community schools for adults.

The school’s Leadership Team is composed of competent and highly committed individuals. NRS teachers are capable, knowledgeable, and experienced. Their desire for improvement is evidenced by their attendance at professional development activities and their pride at student achievement.

The school’s material resources are sufficient to operationalize the School’s Academic Plan. Teachers are provided ample supplementary materials to meet their instructional needs. Resource materials are now more readily available on the Internet. Sites where supporting materials can be found for teachers are communicated through the administration and program coordinators. The inclusion of Digital Learning Programs such as Essential Education and Burlington English, have provided another resource for teachers and students.

Under section 225 of WIOA, MCSA in coordination with Public Safety, is tasked with providing educational support programs in all Department of Public Safety Correctional Facilities statewide. Participants have access to career pathway opportunities through innovative approaches that support academic achievement and the ability to complete a High School Equivalency (HSE) credential either through GED or HiSET. The credentials also provide further opportunities for the inmate to transition to postsecondary training upon release. Furthermore, incarcerated individuals are prepared for life outside of the institution, once released by being offered job readiness in collaboration with workforce partners, namely the American Job Centers Hawaii. Additionally, special education programs are offered by the HIDOE’s Special Education Section to meet unique needs of the institution’s eligible population. MCSA continues to actively seek additional funding through the establishment of community partnerships.

In SY 2017-2018, due to the strategic lobbying efforts by the school principal, MCSA succeeded in receiving permanent funding for three transition counselor positions. Each of who are responsible for student intake and orientation activities that incorporate career assessment, exploration and goal-setting along with approved standardized academic assessments for appropriate placement for services.

MCSA is a safe, clean, healthy, and orderly place. The school nurtures learning and has a culture that is
characterized by trust, caring, professionalism, high expectations for all students, and a focus on continuous school improvement.

**CATEGORY A: ORGANIZATION - EVIDENCE**

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence Folders</th>
</tr>
</thead>
<tbody>
<tr>
<td>● MCSA’S Vision and Mission Statement are revisited and reviewed annually at MCSA’s Spring All Campus Waiver Day meeting.</td>
<td>Evidence Folders B, C, &amp; H</td>
</tr>
<tr>
<td>● MCSA’s Vision and Mission statements align with the Department of Education’s three statewide goals.</td>
<td>Evidence Folders B, D, E &amp; J</td>
</tr>
<tr>
<td>● MCSA is a unified adult education program that operates with a Principal who oversees the entire MCSA adult education program that are serving the education needs of young and older adults.</td>
<td>Evidence Folders B &amp; N</td>
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<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence Folders</th>
</tr>
</thead>
</table>
| ● Alignment and Integration of GLOs, College and Career Readiness Standards.  
● All lesson plans are targeted to the achievement of GLOs.  
● GLOs and College and Career Readiness Standards are assessed through CASAS and TABE pre/post-testing.  
● GLOs are expectations for all MCSA Students.                              | Evidence Folders C, E, L & L1 |
<p>| ● Teachers review the GLOs with their students.                           | Evidence Folder L           |
| ● MCSA is one of three major core partners under the Workforce Investment Opportunities Act (WIOA) of 2014. | Evidence Folders E, F &amp; I   |
| ● The Leadership Team’s monthly meetings are forums for the discussion of student learning. Student achievement data is routinely analyzed and actions identified in the Academic Plan are monitored. | Evidence Folders E &amp; H      |
| ● MCSA’s Program Specialist, a member of MCSA’s Leadership Team, provides students, staff, community partners, and school administration with a comprehensive array of support services along with being MCSA’s point of contact for community outreach. | Evidence Folders B &amp; D      |
| ● MCSA designed and implemented joint agency Workforce Development Diploma for individuals entering the workforce without a high school diploma, and to equip them with the necessary basic education and access to job training programs. | Evidence Folders C &amp; D      |
| ● CASAS and TABE student testing data is also shared with teachers at faculty and waiver day meetings held at the beginning of the fall and spring semesters. Teachers are also provided individual and class profiles of student test results. These reports guide instruction and assist teachers in identifying the needs of individual students as well as those of the class. | Evidence Folders D &amp; K      |</p>
<table>
<thead>
<tr>
<th>Points</th>
<th>Evidence Folders</th>
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<tbody>
<tr>
<td>Adult standards-based curriculum development has been consistent and comprehensive because of the strong support that the administration has given to curriculum, instruction, and assessment practices and to professional development</td>
<td>H &amp; K</td>
</tr>
<tr>
<td>Extended Learning Opportunities and Student Support (ELOSS)</td>
<td>E &amp; F</td>
</tr>
<tr>
<td>The school attempts to utilize its resources (human, material, physical, and financial) resources effectively and appropriately according to its Academic Plan</td>
<td>E</td>
</tr>
<tr>
<td>Hawaii General Learner Outcomes (GLOs)</td>
<td>H</td>
</tr>
<tr>
<td>CASAS &amp; TABE pre/post-test scores measure student achievement</td>
<td></td>
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<tr>
<td>Common College Core and Career Readiness</td>
<td></td>
</tr>
<tr>
<td>MCSA administration monitors classroom instruction through Administrative Walk Through Observations, student retention and achievement data.</td>
<td>D &amp; L</td>
</tr>
<tr>
<td>MCSA conducts All Campus Waiver Day Meetings before the start of every session.</td>
<td>H</td>
</tr>
<tr>
<td>The School has a comprehensive intake process that includes assessment, counseling, career and post-secondary goals setting, and program placement.</td>
<td>B, C E, H, I, &amp; K</td>
</tr>
<tr>
<td>The school’s Accreditation Process, which includes folders containing is organized and maintained on the school’s GOOGLE Drive.</td>
<td>E &amp; H</td>
</tr>
<tr>
<td>Waiver Day agendas (include discussion of Academic and Financial plan), including Focus Group and Home Group meetings</td>
<td></td>
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</tbody>
</table>
CATEGORY A: ORGANIZATION - SUMMARY, STRENGTHS, AND GROWTH NEEDS

Summary:

MCSA is one of two adult education schools governed by the Hawaii State Board of Education. The school is safe and clean and nurtures a culture of learning that is characterized by trust, caring, professionalism, high expectations for all students, and a focus on continuous school improvement. MCSA’s primary mission is to provide opportunities for student to remediate in numeracy and literacy, increase English Language proficiency, attain a secondary credential, and to improve access to post-secondary education and/or the workforce.

The school’s Leadership Team, composed of the Principal, Vice-Principals, Program Specialist, Registrars, SASA and Accreditation Coordinator, is highly committed and supports school planning that is broad-based, encourages collaboration, and develops commitment by all shareholders. The Leadership Team has also been instrumental in ensuring the school’s compliance with federal mandates such as pre-/post-test requirements, Hawaii Common Core State Standards and the College and Career Readiness Standards, along with implementing a joint agency Workforce Development Diploma for individuals entering the workforce without a high school diploma, and to equip them with the necessary basic education and access to job training programs.

MCSA is a safe, clean, healthy, and orderly place. The school nurtures learning and has a culture that is characterized by trust, caring, professionalism, high expectations for all students, and a focus on continuous school improvement.

Areas of Strengths:

● MCSA’s revised Vision, and Mission Statements reflect student needs and are aligned with the policies of the governing authority and successfully guide the school in its improvement efforts.

● The school’s focus on students is a shared commitment and responsibility by the entire staff.

● The Leadership Team is composed of highly competent individuals, who are committed to ensuring a continual focus on student learning, school improvement, and the execution of initiatives.

Areas of Growth:

● Continue offering professional development opportunities that encourage implementing effective instructional practices.

● Continue to develop MCSA’s Workforce Development Diploma Program, to increase the number of community partnership offering Module 2 training opportunities.

● Continue reviewing data to determine areas of growth and need and making adjustments to program as needed.
**Category B: Standards-based Student Learning - Curriculum**

**B1. Curriculum Criterion – Student Participation in a Standards-based Curriculum**

B1. *All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic Plan.*

MCSA provides students with opportunities to participate in a rigorous, relevant, and coherent standards-based curriculum. The curriculum supports the attainment of the General Learner Outcomes (GLOs), academic standards and priorities as identified in MCSA’s Academic Plan. This plan utilizes the school’s Comprehensive Needs Assessment and incorporates it into the curriculum planning. Innovative and relevant learning experiences that promote student centered learning practices are aligned to MCSA’s career pathways to success. Curriculum programming utilizes proficiency-based instruction: whole language, language experience, learner generated curriculum and participatory approaches through work/textbook, video, online, and other commercially prepared adult English Literacy materials.

The standards for learning, instruction, and performance are guided by the GLOs, Comprehensive Adult Student Assessment System (CASAS), Common Core State Standards (CCSS), and the College and Career Readiness Standards (CCRS). These guidelines are the basis of an integrated standards-based curriculum that includes real life learning experiences and opportunities to meet the needs of our diverse student population.

All teachers use standards-based texts and supplemental curriculum. In addition, the high school equivalency and the Workforce Development (WDD) Diploma Programs also utilize a standards-based curriculum that incorporates foundational knowledge and skills to pursuing a post-secondary education credential or work readiness certification. Teachers create classroom lessons, projects and activities that are structured to simulate real life situations and provide opportunities for real world application.

The GED, HiSET, and TABE Academies utilize the Essential Education computer-based program that can be delivered in a variety of ways to include independent and self-directed distance learning or in a blended learning environment in which students learn via electronic and online media as well as traditional face-to-face instruction.

Daily instruction involves the inclusion of supplemental lessons that are individualized based on current student data. The teachers utilize GED Test preparation workbooks and practice tests to reinforce classroom instruction. Through this means of participatory learning students are encouraged to become responsible for their learning and progress.

Prior to the “sunsetting” of the CBCSD program in June 2019, students use the CBCSDP 5 curriculum units. Students were required to complete each unit, pass the Unit Mastery Test with proficiency and complete the phase 2 requirements of 100 hours of employment or successful completion of the Work Readiness Academy through Essential Education. Students were supported by the instructor and monitored by the Transition Coordinator for successful completion in meeting the programmatic requirements.

In anticipation of the CBCSD program elimination, MCSA has collaborated with the Workforce Development Council, the Hawaii State Department of Labor and Industrial Relations (DLIR) & the Hawaii State Department of Human Services Division of Vocational Rehabilitation (DVR) and other core partner agencies, to promote the WDD. The WDD is based on a standards-based curriculum that integrates workforce training and classroom activities that prepares our students for the workforce.

Standout and Burlington English serves as the curriculum for ELA classes. To supplement the curriculum
teachers provide students with lessons that include role playing situations that students may face in the real world; from every day greetings or conversations to working and living in the community. The use of real life situations includes actual medical and insurance forms, applications to various entities to include rental, credit card, library card, driver’s license and employment, resume writing, interview process to include mock interviews, real life conversational practice and research of issues pertaining to real life problems, current events, and concerns affecting our community (traffic safety, global issues, crime prevention). Internet access serves as an integral resource along with various software programs, field-trips, class presentations and guest speakers.

MCSA continues to implement a standards-based curriculum that incorporate the GLOs, the overarching goals in standards-based education that is evident in academics aligned with classroom and student expectations. The MCSA vision and mission drives the direction of our operation and organization and the expected standards for learning. MCSA adopted and incorporated in our planning, teaching and instructional delivery what students should learn and be able to do along with outcomes and expectations of our learners. Each of these standards have descriptors of what student should learn and be able to demonstrate in the attainment of the standard(s). GLO posters are displayed on the walls in each classroom, office and rooms on campus as a means to educate and reinforce student expectations and provide teaching opportunities for faculty and staff members towards independence and life-long learning beyond the classroom. As a general practice, teachers keep the GLO’s in mind and track whether they are being met. Teachers make adjustments, as needed and use the cooperative learning model to provide support and assistance based on student need. Each semester the Student Program/Class Survey is distributed to students to gather information that is reflective of student success on meeting their academic/career goals and attainment of the GLOs.

All federally funded classes through AEFLA demand rigor and relevance through standards-based curricula. All students are pre and post tested upon enrollment and each semester while in attendance. The school utilizes the National Reporting System (NRS) approved CASAS Assessment system that measures basic skills and the English language and literacy skills needed to function effectively at work and in life and the TABE standardized pre and post assessment, teacher evaluation, development of personalized education plans and counseling support services delivered by transition coordinators. Student scores are used to determine whether they are promoted based on the completion of an Educational Functioning Level (EFL) as determined by their CASAS post-test assessment results and teacher recommendation. MCSA students consistently exceed or meet the CASAS negotiated state benchmarks as reflected on Table 4B.

MCSA teachers utilize specific strategies and activities to monitor successful student integration of what is being taught and student application to practical real-world situations. MCSA teachers plan, instruct, and assess student work and provide valuable evidence to support student learning and progress. The planning process includes the review of the mapping and pacing guides which are integral part of lesson planning.

Examination of student work is an effective means in determining the quality of the instruction, student learning, how to proceed with instruction and determining if any actions are needed to adjust or to modify the lesson in support of student achievement. CASAS post testing and Essential Education’s GED, HiSET and TABE Academies equip teachers with summative assessment data. Class competency reports identify student strengths and skill deficits allowing for the development of supplemental lessons, activities, and instructional strategies or modifications needed for curriculum planning purposes. Teachers analyze reports and create supplemental lesson plans or activities correlated to the weakest CASAS class competency. Academic standards and competency correlation charts are available and provide valuable information for teachers to identify and address curriculum gaps and the need to create supplemental lessons and models that correlate to gaps in lessons, activities, projects to reinforce and extend learning beyond the classroom. The Essential
Education online program’s diagnostic tools are able to identify gaps in students’ knowledge and builds customized learning plans that are tailored to the needs of students to meet their learner goals. These plans provide valuable information to drive lesson development and instruction to increase student learning that incorporates the GLOs.

Students are provided with access to a full range of college, career and educational options. The Transition Coordinators are responsible for WIOA required career transition planning for students (advising, maintaining a career plan, connection with Community Colleges or with Career Pathways). They are also responsible for intake and orientation that incorporates a career assessment, exploration, and goal-setting to ensure that all students have access to a personal transition plan for the purposes of appropriate placement for services and attainment of their academic or career goals. By working with students and identifying needs, Transition Coordinators are able to improve access to post-secondary education and workforce services to those with academic barriers or barriers to employment. MCSA uses the Career Pathways to guide students in making appropriate choices in pursuing careers or college.

Curriculum integration among disciplines is a major component of the Burlington English and Standout curriculum that is widely used by MCSA’s English Language Acquisition classes. Teachers integrate English Language and Civics curriculum as an integral component of their lessons. ABE and ASE classes offer students Integrated Education Training as a major offering in their classes that reflect an adult education and literacy, workforce preparation, and workforce training emphasis. The focus is primarily on improving reading, writing, mathematics, and English proficiency of eligible individuals. The IET represents a wide spectrum of services to build foundational, employability, and occupational skills.

MCSA follows the statutory provisions of the WIOA at all campuses. WIOA went into effective on July 1, 2015. The federal WIOA requires the Governor, via the Hawaii Workforce Development Board and in coordination with WIOA core programs administered through the DLIR, the Hawaii State Department of Education (Community Schools for Adults) and the DVR to submit a Unified State Plan to the United States Department of Labor (DOL). Hawaii state law requires the Workforce Development Council to work with core partner agencies and local workforce development boards to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and the operation of workforce services. In April, 2016, states submitted their Unified State Plan. Hawaii’s Unified State Plan has been approved by the U.S. Secretary of Labor. This Plan is made up of career pathways that include secondary, post-secondary levels and K-12 involvement by incorporating career-focused measures, pathways, and work-based learning experiences and credentials. The Community School for Adults provides secondary educational services for those individuals who have failed to complete their secondary/high school education. These services also include ABE, ASE, ELA and transition services into careers and post-secondary training opportunities. The community school’s mission is to provide opportunities for student to remediate in numeracy and literacy, increase English Language proficiency, and to attain secondary credential. In addition, transition services are provided to improve access to post-secondary education and workforce services for individuals with significant barriers to employment, some veterans, individual with disabilities, out-of-school and at-risk youth, the incarcerated and other populations to help ensure that everyone has an opportunity to further their education and/or get a good job.

MCSA forms partnership with WIOA core partners and other key stakeholders at the local level that support education and workforce development. Partners include educational and training systems, business and industry, workforce and economic development, and community-based organizations. 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.
**Category B: Standard-Based Student Learning Curriculum - Evidence**

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence Folders</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Classroom activities are structured to simulate real life situations and provided with opportunities to solve real world problems.</td>
<td>Evidence Folder L</td>
</tr>
<tr>
<td>• MCSA continues to provide students with academic opportunities which are researched based.</td>
<td>Evidence Folders D, H, &amp; L</td>
</tr>
<tr>
<td>• The standard for learning, instruction, and performance are guided by the General Learning Outcomes (GLOs), Comprehensive Adult Student Assessment System (CASAS), Common Core Standards (CCSS), and College and Career Readiness Standards (CCRS).</td>
<td>Evidence Folders D, H, &amp; L</td>
</tr>
<tr>
<td>• MCSA conducts periodic review of curriculum to determine strengths, areas of concern and Identified “gaps” to ensure a rigorous, relevant, challenging curriculum for all students.</td>
<td>Evidence Folder A, &amp; L</td>
</tr>
<tr>
<td>• MCSA uses career pathways to guide all students to make appropriate choices to improve access to post-secondary education and workforce opportunities and increase self-worth.</td>
<td>Evidence Folder D</td>
</tr>
<tr>
<td>• Students have access to counseling support and the development of a personal transition plan for the purposes of placement and attainment of individual academic and/or career goals.</td>
<td>Evidence Folder D</td>
</tr>
<tr>
<td>• MCSA partners and collaborates with WIOA core partners and key stakeholders to better prepare students for post-secondary education and to meet workforce demands.</td>
<td>Evidence Folder A</td>
</tr>
</tbody>
</table>

**Category B: Standards-Based Student Learning – Curriculum Summary, Strengths, and Growth Needs**

**Summary**

MCSA provides all students with academic opportunities to participate in a rigorous, relevant, and coherent curriculum that incorporates the standards and supports student achievement. The Standards-based curriculum at MCSA meets the needs of both the students and teachers. Evaluation and ongoing modification of the curriculum is based on CASAS data, student needs and on school wide goals identified through a needs assessment and addressed in the schools Financial Plan. Teachers provide supplemental lessons and classroom instruction tailored to meet the needs of all learners.

The standards for learning, instruction and performance are guided by the GLO’s, CASAS, CCSS, and CCRS through student engagement and integrated within a standards-based curriculum, real life learning experiences and opportunities tailored to meet the needs of our diverse student population enrolled in programs offered through MCSA campuses.

MCSA teachers design creative, innovative, and relevant experiences that promote a learning environment that is student centered and aligned to the MCSA student pathways towards college and/or careers. Students benefit from classroom lessons, projects and activities that are structured to simulate real life situation and
provide opportunities for real world application towards independence, life-long learning and the development of competent, productive members that can make a positive contribution to society. Through instruction and relevant learning opportunities, students are afforded opportunities to apply skills in the real world that they live in.

The Standards-based curriculum at MCSA meets the needs of both the students and teachers. Evaluation and modification of the curriculum is based on school wide goals. Classroom instruction meets the needs of all learners and incorporates GLOs and personal goals.

**Strengths**

- MCSA continues to provide students with academic opportunities which are research based.
- The standards for learning, instruction and performance are guided by the GLO’s, CASAS, CCSS and CCRS.
- MCAS utilizes the examination of student work as an effective means in determining the quality of the instruction, student learning, how to proceed with instruction and determining if any actions are needed to adjust or to modify the lesson in support of student achievement.
- Teachers oversee and monitor student learning to ensure successful integration of what is being taught, the transfer of student learning and integration to practical real-world application.
- MCSA provides students with access to a full range of college /career and educational options to ensure students are successfully progressing towards graduation through services provided by transition and community college counselors utilizing the MCSA Career pathways.
- MCSA conducts periodic curriculum reviews to determine strengths, areas of concerns and identified “gaps” to ensure a rigorous, relevant, challenging curriculum for all MCSA students.
- All students have access to rigorous standards-based curriculum that engages and equips them with the necessary skills to meet the challenges of daily living and real-life experiences.
- MCSA forms partnerships and collaborates with WIOA core partners and other key stakeholders to better prepare students for post-secondary education and to meet workforce requirements.

**Areas of Growth**

- Continue with the development of the WDD as an option for students that is afforded through the MCSA student pathways.
- Increase professional development and support opportunities for program development.
- Continue to assess students’ needs in order to adjust curriculum.
**C1: Instruction Criterion – Student Access to Learning**

Differentiated, high-quality instruction provides access, challenge, and support for all students to achieve the academic standards and the General Learner Outcomes

Teachers and administration plan for challenging learning environments by utilizing a variety of tools and strategies for MCSA’s ELA, ABE, and ASE students. In the classroom setting, teachers engage students in but not limited to direct teaching, independent work, or blended learning opportunities. MCSA encourages students to take ownership of their learning.

Teachers have the flexibility to utilize different instructional strategies. MCSA has invested heavily in computer programs to complement our direct instruction strategies. Blended learning has become more prevalent in our ASE programs as students take ownership of their respective subject areas and can work independently, in a group setting, or one on one with the teacher. Teachers also rely on role playing, group projects, mock interviews, oral presentations, read aloud, and cultural sharing days in ABE and ELA classrooms.

MCSA has taken great strides to adapt to trends in blended learning and web-based instructional opportunities. Essential Education provides an all-inclusive menu that individualizes learning modules and academies to meet the needs of ABE, ASE, and ELA Students. Essential Education lessons are available at any time via the internet. Students can access computers or mobile devices to work at their pace outside of MCSA class hours at our various educational sites. Burlington English (offered at the Maui and Moanalua Campus) is a blended learning program where students are able to engage in lessons in their native tongue. ELA students may also utilize Rosetta Stone to supplement their language development. ABE students on Maui utilize Khan Academy, ABE, and Achieve 3000 to support the attainment of individual math and literacy goals and provides valuable feedback on student lexile gains.

Burlington English and Essential Education meet College and Career Readiness Standards and WIOA standards. Both programs provide lessons on Career Exploration, Digital Literacy Skills training, Career Pathways, and Workforce training opportunities. The MCSA teachers are still learning how best to use educational technology tools to provide effective, individualized instruction.

The Hawaii GLOs (General Learner Outcomes) are implemented throughout MCSA’s curriculum. Teachers prepare standards-based lesson plans to target their class’ weakest CASAS competency areas as identified on a CASAS pre-assessment. Teachers regularly monitor student achievement in person, via post assessment data, or through Burlington English and Essential Education Administrative Dashboard. The dashboards allow MCSA Administration to track and identify specific academic strengths and weaknesses of students. The Essential Education portal allows teachers and administrators to differentiate instruction. Students utilizing Essential Education are allowed to purchase supplemental workbooks and review video strategies to target specific subject deficiencies. Student progress is monitored through numerous formal and informal classroom observations.

**ABE:** A variety of teaching strategies/activities are utilized to meet individual learning styles. Common themes include internet searches for jobs, writing resumes, group discussions, sharing out and completing various life skills applications such as the forms for Social Security Cards, job applications, and tax forms to name a few. Students also utilize Achieve 3000, Essential Education (TABE 11/12 Academy) and Khan Academy to differentiate learning experiences. Teachers utilize one to one support, direct teaching, group, and partner pair/share. Essential Education offers standard based educational options to transition from ABE
to ASE levels.

ELA: Teacher and student-centered teaching is delivered through STAND-OUT, a comprehensive standards based package of text, workbooks, audio/visual materials. Various teaching strategies are applied such as group work, role playing, pairing and sharing, imitation and practice, worksheets, computer work for speaking, writing, listening and grammar. Demonstrations are given and application of knowledge is met through field trips. Campuses may use Burlington English to help with multi-level ELA learners when class size doesn’t allow for homogenous grouping. Burlington English meets CCRS and WIOA standards.

GED/HISET: ASE students receive the same standards-based education that is aligned to the CCRS and may also receive direct instruction in small groups to address areas of growth. Essential Education’s remote access allows for an engaging experience that is aligned to College and Career Readiness and WIOA standards. Essential Education provides real time feedback on skill deficiencies in specific content areas. Teachers can assist with one on one instruction for specific assignments.

**Student Understanding of Performance Level**

ELA teacher lesson plans and course information are guided by CASAS competency level targets. Burlington English offers a CASAS module to target specific areas of weakness. Topics and competency level targets are shared with students at the beginning of the semester and prior to corresponding lessons. Teachers use strategies and learner objectives to support life skills and language function which are introduced at the beginning of a new unit. The school’s instructional staff members use student feedback to adjust instruction and learning experiences. Student feedback is received by the teacher such as oral communication, student participation in class, student work, student evaluations, and student attendance.

Essential Education modules contain a visual scorecard to show probability of moving to a higher level of academic rigor, past performance on lessons, and a prediction of passing the High School equivalency exam. All Essential Education lessons begin with a self-assessment then advanced algorithms design a personal learning plan based on student responses.

**C2: Instruction Criterion – Rigorous and Relevant Instruction**

All teachers provide students with a variety of activities and assignments that are engaging (e.g., technology-enhanced and experiences beyond the textbook) and call for higher order thinking.

Some MCSA sites utilize Burlington English to deliver ELA instruction via a blended learning approach. Burlington English teachers can adapt lessons for independent work, teacher led direct instruction, or a blended learning approach. Burlington English and Standout programs provide Career Exploration units to make real world connections. Burlington English allows students to record their speaking and gives them instant feedback and instruction to improve enunciation and accuracy of words. Burlington English also engages students by delivering lessons in their native tongue. A variety of world languages are represented in Burlington English translator.

MCSA teachers serve as facilitators in their student-centered classroom. Teacher roll out their course of study through online programs geared to each individual’s levels or through structured program coursework. Students are given opportunities to plan and organize, monitor their own work, direct their own learning and to self-reflect along the way. Students are provided with the textbook, equipment, and materials to learn. MCSA teacher provide opportunities for student to be involved in their learning. They allow students to provide feedback about his or her learning and to make suggestions how to better support the student learning methods or processes. Students have access to up to date technology; from programs to equipment.
Many teachers provide tutoring time beyond the teachers work day to provide assistance to the student in need.

For the basic skills program, students use various practice tests available on the internet. These practice tests are intended to prepare the student for the ASVAB/AFCT exams. Teachers structure classroom activities to simulate real-life situations and teach skills the adult learner will require. The use of reality includes actual medial and insurance forms, credit card applications, job applications and college essays; Internet resources; real-life conversation practices; the standards-based textbook series StandOut for ESL classes and the standards-based textbook series All Star for ABE classes; Rosetta Stone ESL software; field trips; and guest speakers.

ELA teachers also arrange class field trips to the mall to provide opportunities for students to practice their language skills by ordering meals, acquiring job application forms, and interacting with staff in retail stores. Maui’s proximity to a large shopping center provides may options. On the Kauai campus, the overall focus is on the Essential Education online program. Students build their digital literacy skills to better access different computer systems, computer programs, and website options. ELA teachers use discussion, group work, and conversation to encourage them to share their thoughts and opinions. Themes such as Calling People, Going Places, Personal Finances, and At Work are some of the most useful units that students enjoy learning. The Essential Education writing section offers students the opportunity to analyze passages and create a response based on their own interpretations of the material. These are graded and returned to the students by the Essential Education staff. The results are that teachers are able to review with students the process of the evaluation and also provide them with strategies to improve the incorporation of opinions in their writing.

Students interested in pursuing the military as a career are able to discuss with currently enrolled military enlisted personnel as they prepare for the ASVAB exam and a military career. Military enlisted personnel are able to share experiences and discuss the required minimum scores needed in the ASVAB/AFCT for various career pathways. On-site counselors share information on available resources for students to explore along with other experiences and job opportunities. Teachers direct students to resources to find out about their interest and make themselves available for any questions they may have. There are learners from all walks of life such as housewives, business owners, restaurant workers, seamstresses, hotel workers, construction workers, and retirees. The primary goal for many students is to improve their communication skills, including conversation skills and listening. Most of the students are either working full time or part-time. Many students are minors and out of the traditional school system. The real-world approach generally centered on achieving an equivalency credential will assist them in the future. Additionally, a partnership with Kauai Community College offers a program that covers the cost for new students for a full year. This provides students with an opportunity to look at various careers. The HSE and ABE programs, leading to the attainment of a community school diploma, demonstrates mastery of content materials by proficiency and summative assessments. Teachers report all data to their registrar, who submits all required reports to the State and Federal governments. MCSA has consistently met the negotiated state benchmarks for GED completion rates since program year 2006.
### Evidence for Category C: Standard-Based Student Learning - Instruction

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence Folder</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan for challenging learning environments by planning and organizing different tools and strategies for our ELA, ABE, and ASE students.</td>
<td>Evidence Folders H, K, &amp; L</td>
</tr>
<tr>
<td>• Blended learning has become more relevant in our ASE programs.</td>
<td>Evidence Folders C, E, H, &amp; L</td>
</tr>
<tr>
<td>• Essential education provides a vast menu to meet the needs of our ABE, ASE, and ELA students.</td>
<td>Evidence Folders C, D, E, K, &amp; L</td>
</tr>
<tr>
<td>• Burlington and Essential Education meet College and Career and WIOA Standards</td>
<td>Documentation form BE/EE needed.</td>
</tr>
<tr>
<td>• MCSA administration monitors student progress through formal and informal walkthroughs and observations.</td>
<td>Evidence Folders E &amp; L</td>
</tr>
<tr>
<td>• The BE and EE administrative portals allow instructors to identify specific academic strengths and weaknesses of students.</td>
<td>Evidence Folders C, K &amp; L</td>
</tr>
<tr>
<td>• ELA lesson plans/ course information are guided by CASAS competency levels.</td>
<td>Evidence Folder L</td>
</tr>
</tbody>
</table>
**Summary**

MCSA encourages students to take ownership of their learning. Teachers and administrators plan challenging learning environments for students by organizing and implementing different tools and strategies. They prepare standards-based lesson plans using CASAS or TABE student assessment data to drive instruction. As a result, students are able to plan and monitor their own work, direct their own learning and self-reflect along the way. Curriculum Programs (Essential Education, Standout, Burlington English, etc.) utilized at MCSA are aligned and meet College and Career Readiness Standards and WIOA Expectations.

**Strengths**

- MCSA has a diverse faculty who utilizes different modes of instruction to address the range of student learning needs.
- MCSA provides students with multiple approaches and perspectives that reflects effective teaching and learning.
- Students are taught letter writing skills, test taking strategies and transferable soft skills such as work etiquette, ethics, and teamwork.
- Teachers help students to learn and acclimate themselves to Hawaii’s unique culture, traditions, and environment. Essentially, students become independent, self-directed, and lifelong learners.

**Growth Needs**

- MCSA should continue to focus on the student workforce curriculum and individual student educational and personal goals.
- MCSA should continue to provide staff professional development and staff training.
- The WDD program is in its beginning stages and will require continued collaboration with existing and new partners to strengthen program offerings.

Maui, Moanalua, and McKinley Campus Staff
**D1: Assessment and Accountability Criterion – Reporting and Accountability Processes**

The school leadership and instructional staff utilizes effective assessment processes to collect, disaggregate, analyze, and report state/complex/school performance data to all stakeholders. The MCSA Assessment and Accountability System provide the procedures to collect data for school performance of all stakeholders. Through this system, the data collected provides and contributes to the rigor of our school’s programs for what we teach and expect students to demonstrate as they prepare themselves for the 21st Century workplace or higher levels of schooling. MCSA implements CASAS (Comprehensive Adult Student Assessment System) a competency-based assessment system designed to assess the relevant real-world basic skills of adult learners by identifying the needs and providing the solutions. CASAS measures the basic skills and the English language and literacy skills needed to function effectively at work and in life. The assessment system is validated by the United States Department of Education and the United States Department of Labor. CASAS has identified 360 essential life skills that youth and adults need to be functionally competent members of their community, their family, and the workforce. The CASAS competencies along with the CASAS Content Standards (9 broad content) form the basis of CASAS integrated assessment and curriculum management system. These critical competencies provide instructional objectives for curriculum, direct links to test content for monitoring student learning, criteria for program evaluation and a referencing system for instructional materials. CASAS is a standards-based system that has been and will continue to be correlated to national and state-level (College and Career Standards and Common Core) standards. Assessment of students’ strengths determines the course of study student will follow. It enables instructional staff to plan courses of study and resources needed and influenced the McKinley Community School Management System that has brought about: Programs/Services we offer; Workforce Innovation and Opportunity Act, MCSA Student Pathways and the Hawai‘i Workforce Pathway System.

Students throughout all campuses in the MCSA system, are appropriately placed in classes after testing to determine the level of competency and then interviewed to gain additional information to assist in placement. Intake processes may vary slightly on some campuses due to the volume of students and staffing available. Decisions for student learning are always based on assessment data. MCSA participates in the National Reporting system (NRS). All local adult education programs receiving funds through WIOA must use NRS-approved standardized pre-post assessments to report educational gains. The NRS recognizes six Educational Functioning Levels (EFLs) within Adult Basic Education, (ranging from Beginning Literacy to High Adult Secondary Education), and six EFLs for English Language Acquisition students, (ranging from Beginning Literacy through Advanced ESL). Each year the U.S. Office of Career, Technical and Adult Education negotiates with the State of Hawaii to determine the benchmarks the state is expected to meet in order to document sufficient educational gains. State approved assessment tools such as Comprehensive Adult Student Assessment System (CASAS), and Test of Adult Basic Education (TABE) are used on pre and post-test basis to measure individual student progress in the areas of literacy. The test results are used to determine whether Hawaii’s adult education program meet the federally-negotiated statewide benchmarks for documenting educational gains. Disaggregated CASAS post-tests provide summative assessment for ELA students. CASAS test results are disaggregated each semester and reported to students, teachers, and governing state and federal agencies. Aggregated CASAS test results are distributed to teachers allowing for curriculum adaptation to meet student needs. The student data management and accountability system, Literacy, Adult and Community Education Software (LACES), reports adult education data to teachers, students and other stakeholders (state and governing agencies).

Hawaii provides students several options for earning an Adult Community School Diploma. These options
include the General Education Development (GED) test, High School Equivalency Test (HiSET, and Hawaii’s own Competency-Based Community School Diploma Program (CBCSDP) which is currently being phased out. For these students, success rates will be determined by the attainment of an adult community school diploma or its equivalent. The extent to which adult education services prepare the students for the workforce or postsecondary education are measured by the number of students who earn diplomas and become employed, improve their job status, or proceed to further training or a higher education.

MCSA school leadership continually meet to analyze assessment data and general school data which includes student performance, student enrollment, schedule of classes, federal and state program compliance, etc. to determine improvement needs or changes that need to be addressed in curriculum and instruction, student support, and meeting the learning needs of our students. MCSA teachers collect formative and summative data through products like written assignments, assessments, projects, conversations with students and observations. Teacher driven assessments help them to strengthen instructions and learning and to determine the next steps for instructions.

MCSA incorporates content standards and learner outcomes throughout the curriculum and instruction. Students develop proficiency of these standards and performances through their involvement in the lessons and through teacher administered formative and summative evaluations. MCSA has designed and currently implementing the McKinley Community School Student Pathway which enables the students, the adult learner to transition from community school to higher levels of education or to the workforce. To accomplish this, MCSA provides career navigation assistance and support through courses offerings: English Language Acquisition, Adult Basic Education, Workforce Development Diploma Program, Adult Secondary Education High School Equivalency Program, a continuous student learning improvement process that focus on the learner needs. Students are held accountable to these high expectations to ensure that every student is highly engaged in a rigorous, creative and innovative curriculum in their learning environment to facilitates learning and powerful learning practices that are aligned to college and careers. Administrators and teachers continuously team to evaluate teaching practices, design or adopt learning programs, discuss student progress and make necessary or needed improvements to support learning and to increase the probability of student learning. The addition of two counselors has been positive for the McKinley campus. GED, HiSET or CBCSDP (soon to be phased out) require students to have a meeting with a counselor so they fully understand their options. If they are 18 or older, they may opt out of counseling and work independently toward their goals. Another Transition Counselor works with the ELA students. ELA students may meet with the counselor to interpret CASAS scores and program placement, and create a plan for transitioning to work, post high school education or high school equivalency programs. Additionally, when there is a discrepancy with student placement, the vice principal is available for counseling. In addition, there is a Kapiolani Community College (University of Hawaii System) counselor on the MCSA campus once a week to advise students and answer their questions regarding higher education options.

**D2: Assessment and Accountability Criterion – Classroom Assessment Strategies**

Teachers use observations, classroom discussions, student work, teacher to teacher discussions, formative and summative assessment to help them determine if the academic standards and General Learning Outcomes are being attained or mastered. To monitor instruction throughout the semester, MCSA conducts administrative walkthroughs and classroom observation during which teachers deliver a standards-based lesson they have prepared and receive feedback on their lesson. Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Each semester MCSA administers a Student Class/Program Survey that allows students to provide feedback pertaining to the teacher; how the class enrolled helped to the attainment of the GLOs and regarding support provided by the school staff. Students
are asked to respond to 17 questions on a scale from Strongly Agree to Strongly Disagree. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student. Many classes help students with goal setting. Students create long term learning goals that are then broken down into manageable steps. This allows the student the opportunity to self-assess on an ongoing basis.

**Appropriate Assessments.**

HIDOE's Strategic Plan targets work around three high impact strategies: Student Voice, Teacher Collaboration, and School Design. MCSA values student perspectives and aspirations in the classroom, school and in the community. Also, MCSA teachers, administrators, and staff collaborate to evaluate effective learning practices, participate in staff development activities and training, and focus on student-centered practices that improve student achievement. MCSA’s School Design was drafted to ensure that every student is “highly engaged in a rigorous, creative and innovative academic curriculum, in their learning environment, and in powerful applied learning practices aligned to college and careers”. To address implementation of the Strategic Plan, high leverage action items at MCSA included a variety of strategic actions. As the school approached the last year of the six-year accreditation term, MCSA and other Hawaii Statewide Programs (Department of Labor and Industrial Relations and Department of Human Services, Division of Vocational Rehabilitation) continue to be guided by the Workforce Innovation and Opportunity Act (WIOA)- Hawaii Unified State Plan: Coordinated Workforce Service that Create Successful Pathways to Employment which is designed to meet both state and federal planning requirements. Also, the Plan provides a comprehensive framework for partnerships between private industry sector leaders and the state’s publicly funded workforce and education systems. To comply with the demands of the WIOA- Hawaii Unified State Plan, MCSA is will retain and expand retains and expands the purpose of the Adult Education and Family Act (AEFLA or Title II), which aims to help adults acquire the skills and knowledge necessary to obtain employment, become full partners in the education development of their children, improve economic opportunities for their family, and aid in the transition to postsecondary education and training. Community Schools have recently been included in the HIDOE Workforce Pathway System as a major program that reflects rigorous academics, career advising and counseling, and work-based learning. MCSA will contribute as a key component of the Hawaii Department of Education Hawaii Workforce Pathway System that increases alignment, integration, and consistent coordination to ensure a clear and coherent path for students. Included in this pathway is “Community School for Adults-WIOA” that ensure all students have increased opportunities to thrive in the workplace, career, or college within our Hawaii community.

HIDOE’s Strategic Plan targets work around three high impact strategies: Student Voice, Teacher Collaboration, and School Design. MCSA values student perspectives and aspirations in the classroom, school and in the community. Also, MCSA teachers, administrators, and staff collaborate to evaluate practice, participate in staff development activities and training, and focus on student-centered practices that improve student achievement. Community Schools have recently been included in the HIDOE Workforce Pathway System as a major program that reflects rigorous academics, career advising and counseling, and work-based learning (refer to Pathway below). MCSA will contribute as a key component of the Hawaii Department of Education Hawaii Workforce Pathway System that increases alignment, integration, and consistent coordination to ensure a clear and coherent path for students.

To meet the schools’ Academic and Financial Plans formative assessments help administrators determine where teachers need assistance. Summative assessments determine how students or the school performed to meet benchmarks or set standards. Pre and Post- tests are administered to determine what a student knows and what he/she needs to learn. A learning plan is developed based on the needs of the student.
Instruction is provided focusing on the learning plan; feedback on student progress is provided and instructions are modified based on student need. Feedback to the student provide them with opportunities to reflect on their learning, areas of strength; areas of need. Help is provided as well as the lesson is taught over using other supporting strategies.

Assessment data is needed to successfully modify instructional practices. Assessment data allows the instructor to identify the weaknesses of the class as a whole and adjust accordingly to student needs and goals and to find some measure of success. Individual needs are addressed. A variety of standards-based curriculum embedded assessment provide student with the expectation for his or her performance to demonstrate mastery or attainment of the standard or General Learning Outcome. The student has various opportunities through which he can demonstrate learning behavior or academic learning. How the student approaches learning demonstrates the behaviors of the General Learning Outcomes.

**EVIDENCE FOR CATEGORY D: STANDARD-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence Folders</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The MCSA assessment and Accountability System provide the procedures to collect data for school performance of all stakeholders and contributes to the rigor of the school program for what we teach and expect students to demonstrate as they prepare themselves for the 21st Century workplace or higher level of schooling.</td>
<td>Evidence Folders C, D, E, &amp; H</td>
</tr>
<tr>
<td>• The implementation of various assessments has provided data for the school to place students in MCSA courses of studies.</td>
<td>Evidence Folders B, D, H, &amp; K</td>
</tr>
<tr>
<td>• College and Career Standards, Common Core, and General Learning Outcomes enable the instructional staff to plan and develop courses for student and to provide the resources needed for workforce innovations and opportunities, MCSA Student Pathways System and the overall MCSA Organization Structure.</td>
<td></td>
</tr>
<tr>
<td>• MCSA students develop proficiency of standards and performance through lessons taught and through teachers systematically administering formative and summative evaluation for student to transition from community school to high levels of learning, the workforce, or for self-improvement.</td>
<td>Evidence Folders D, E, H, K, &amp; L</td>
</tr>
<tr>
<td>• Utilizing the MCSA Student Pathways and through Counseling Services students are able to become aware and guided through their career and learning goals.</td>
<td></td>
</tr>
</tbody>
</table>
• MCSA Teachers use observations, classroom discussions, analysis of student work, teacher meetings, administer formative and summative assessment to collect data to help determine if academic standards and General Learning Outcomes are being attained or mastered by students.

• MCSA submit the Academic – Financial Plan yearly to the complex and state identifying areas of strength, and areas for follow up to improve student achievement, provide comprehensive support for all students and continuously improve performance and quality.

• MCSA values student perspectives and aspiration in the classroom, school, and community.

• MCSA teachers, administrators, and staff collaborate to evaluate practices, participate in staff development activities and training, and focus on student centered practices that cause students to learn and improve student achievement.

• Student are highly engaged in rigorous, creative, and innovative academic curriculum and in their learning environment with powerful learning practices aligned to promote college and career support.

| CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY | Evidence Folders D, E, H, & L |
| SUMMARY, STRENGTHS AND GROWTH NEEDS | Evidence Folders C, D, F, & K |

**Summary:**

MCSA student focused programs are designed to meet the needs of a diverse student population who enroll in MCSA education programs to have access to high quality educational programs and services leading to the skills and credentials needed for jobs. MCSA has designed and implemented career pathways which enable the students, adult learner to progress through career navigation assistance and support to facilitate the transition to fulfill their college and career goals.

MCSA incorporates in their operation, a continuous school improvement process that focuses on the learner needs. Students are held accountable to high expectations to ensure that every student is highly engaged in a rigorous, creative, and innovative curriculum, their learning environment facilitates learning and powerful learning practices that are aligned to college and careers.

Analysis of data, modification of instruction, and testing continues on a year-round basis. All students are pre and post-tested upon enrollment and each semester while in attendance. The school utilizes CASAS and TABE, NRS-approved standardized pre-post assessments to report Educational Functioning Levels (EFL) measurable skill gains. MCSA provides services and tracks 12 EFL that range from beginning literacy to high adult secondary education.
**Areas of Strength**

- Aggregated CASAS reports issued to teachers help instructors adapt curriculum to ensure collective concept weaknesses are addressed. Distribution of aggregated CASAS reports to instructors each fall semester provides data for curriculum planning.

- There is a system in place within MCSA that allows administrators, teachers, and staff to collect data to determine student learning and MCSA course offerings.

- MCSA works collaboratively with partners to effectively design appropriate curriculum and assessment programs.

- Teachers are to be commended for their efforts to implement strategies that personalize instructions for students.

- Administration has responded to teacher input to provide access to student data and a willingness to make changes to improve communication.

**Areas of Growth Needs**

- Continue to coordinate the use of the student pathways to establish a coordinated effort to be able to guide students to career goals.

- Provide professional development to further formative and summative evaluation.
E1: Parent and Community Engagement Criterion

MCSA employs a wide range of strategies to inform the community of its program offerings, to involve the community in the teaching/learning process and to meet the needs of adult learners. To inform the community, MCSA publicizes its programs through the local newspaper, our website, social media platforms, public service announcements on television, school banners and brochures which are placed in schools, libraries, and supermarkets. Quarterly Adult Education Advisory meetings are held to collaborate with key community members. Insight provided by these members guide the teaching and learning process of our school wide programs. Students are also given surveys which provide valuable feedback to support our programs. MCSA is an integral WIOA partner, which also includes the American Job Centers Hawaii, and the Division of Vocational Rehab. Additional partners include KUPU, Liliuokalani Trust, Moiliili Community Center, Ola I Ka Hana, ATS, HCAP, USCIS, US Armed Forces, Dept. of Public Safety, Susannah Wesley, Salvation Army, K-12 Public Schools, Hale Opio, and Hale Kipa. MCSA is in continual partner collaboration to ensure that we provide valuable programs for all.

MCSA offers an individualized academic and career pathway. Our transition coordinators, teachers, parents, students and community college counselors play an integral role in the development of the MCSA student pathway. Our adult basic and secondary education students begin their pathway and personal learning plan upon entry. Our ELA students provide feedback on their workforce interest and have the option to work on an individual learning plan after reaching ELA 6.

MCSA works collaboratively with their community partners to support their students. Community College Counselors provide the necessary support in terms of transition to their campus. Counselors provide information for registration and financial aid support. They also conduct the Accuplacer on our campus as well as hold office hours during the week. Many of our other partners support with job training and job placement for our students.

Our curriculum is driven by standards and competencies. Teachers ensure that students and parents understand how these competencies relate to education and their daily lives. IELCE is also a focus for our ELA curriculum which aids students with their civics contributions. Our ABE/ASE teachers work collaboratively on
student SMART Goals which contribute to their personal learning plan.

E2: School Culture Criterion

The school a) is a safe, clean, and orderly place which nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains focus on continuous school improvement.

MCSA offers students a safe, clean, healthy, and orderly environment that nurtures learning. MCSA’s faculty and staff are professional, caring, and focused on high expectations for all students. Emergency procedures are in place and all staff members have been instructed in safety and emergency practices to follow. Emergency Procedure Guides and personalized evacuation plans have been distributed to each teacher. Personalized evacuation plans are posted on all classroom walls. The school safety committee meets quarterly to discuss and review all safety concerns and procedures.

In terms of discipline and behavior management, MCSA follows Chapter 19 of the Hawaii Administrative Rules for the Department of Education. Teachers, Transition Coordinators and Administration work cohesively in terms of providing student support in and out of the classrooms.

Student and faculty needs and concerns are addressed in a timely manner. The administration maintains an open-door policy for staff, teachers, and students. Students and teachers are able to submit anonymous surveys which are reviewed by administration. Safety cameras are also fully operational and administration will monitor activity on foot periodically during the school hours.

Mexican Fiesta with Teachers and Staff

Our culturally diverse student and teacher population understand that we all need to work together to support individual and whole group learning. In the classroom, teachers also work on lifelong learning strategies which include self-directed, interpersonal, critical thinking, ethical technology, and communication skills.

E3: Student Support Criterion-Personalization

All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

While attending classes at MCSA, students follow an individualized pathway. Each program in the pathway utilizes curriculum that is based on the College and Career Readiness Standards. Once a student transitions or begins an Adult Basic Education class, a personal learning plan is created with the support of the school’s transition coordinator. Each class has a mandatory pre and post-test as well as formative classroom data which drives instruction.

Our teachers, transition coordinators, and college counselor help to support our students with college and career options, planning, and preparation. The main goal of the students’ Personal Learning Plan is college and or career.
MCSA works with many partners which include the workforce and colleges. This partnership allows for students to take advantage of various programs which are offered throughout the State.

Teachers are in support of student success and provide time beyond the classroom to tutor students or find supports such as online programs which helps the students to stay on track.

Teachers use classroom data to determine the type of supports needed for individual students. Based on needs, curriculum may be modified (extended time, modified assignment, repeated directions, etc.) Teachers will also work with other teachers and transition counselors to create a plan. We also provide support such as accessibility to the classroom. If higher level support is needed, we will work with the Division of Vocational Rehabilitation which is one of our partners.

MCSA has an effective attendance policy and its importance is understood by faculty and students. It is reviewed and discussed by all teachers at the beginning of each semester. Students understand the attendance is an integral part to their learning and it also serves as a very important job readiness skill. As an incentive, awards and recognition are also issued to students of perfect attendance and level gains.

Transition is a key component to MCSA’s Student Pathway and personal learning plans. Our Transition Coordinators will guide our students from class to class, program to program and eventually on to college and or career.

Our transition coordinator works with our teachers to create and issue a student evaluation which represents the student’s perception of how they are being supported with their individual needs.

**E4. Student Support Criterion - Accessibility**

Students have access to a system of personalized supports, activities, and opportunities at the school and within the community.

MCSA’s CCRS based classes are offered for a wide range of learners which include Adult Basic Education, Adult Secondary Education and all levels in English Language Acquisition. The curriculum is based on the future goals of students which is primarily College and/or Career. Class schedules and enrollment are examined and adjustments are always made to accommodate the busy schedule of MCSA’s adult learners. Classes are held throughout the day to accommodate minors on a 4140 and adults who have jobs during the night.

Embedded in our curriculum lies IELCE, Integrated English Language and Civics Education. Classroom lessons mimic real world examples which translate to the students’ civic responsibilities in and out of class. Students are also taken on field trips and work on projects and presentations which reinforce classroom curriculum. Students enrolled with our partner’s team up with outside agencies to provide civic duties in the community.

Teacher-led classroom discussions and activities are used to evaluate whether or not the school’s student activities are meeting the needs and supporting the learning of the student.
### CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH - EVIDENCE

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence Folders</th>
</tr>
</thead>
<tbody>
<tr>
<td>• MCSA employs a wide range of strategies to inform the community of its program offerings.</td>
<td>Evidence Folder A</td>
</tr>
<tr>
<td>• MCSA offers an individualized academic and career pathway.</td>
<td>Evidence Folder D</td>
</tr>
<tr>
<td>• MCSA works collaboratively with their community partners to support their students.</td>
<td>Evidence Folder A</td>
</tr>
<tr>
<td>• MCSA’s curriculum is driven by standards and competencies.</td>
<td>Evidence Folder L</td>
</tr>
<tr>
<td>• MCSA offers students a safe, clean, healthy and orderly environment that nurtures learning.</td>
<td>Evidence Safety Committee Mtg.</td>
</tr>
<tr>
<td>• Student’s and faculty’s needs and concerns are addressed in a timely manner.</td>
<td>Evidence Safety Committee Mtg.</td>
</tr>
<tr>
<td>• Teachers, transition coordinators and college counselor help to support students with college and career options, planning and preparation.</td>
<td>Evidence Folder D</td>
</tr>
<tr>
<td>• Teachers use classroom data to determine the type of supports needed for individual students.</td>
<td>Evidence Folders H &amp; L</td>
</tr>
<tr>
<td>• MCSA has an effective attendance policy and its importance is understood by faculty and students.</td>
<td>Evidence Folder E</td>
</tr>
<tr>
<td>• Transition is a key component to MCSA’s student pathway and personal learning plan.</td>
<td>Evidence Folder D</td>
</tr>
<tr>
<td>• The classes at MCSA are for a wide range of adult learners.</td>
<td>Evidence Folder D &amp; L</td>
</tr>
</tbody>
</table>
Summary

MCSA employs a wide range of strategies to inform the community of its program offerings, to involve the community in the teaching/learning process and to meet the needs of adult learners.

MCSA works collaboratively with their community partners to support their students. Community College Counselors provide the necessary support in terms of transition to their campus or transitioning to their perspective campus.

MCSA is also an integral WIOA partner, which also includes the American Job Centers Hawaii, and the Division of Vocational Rehabilitation. Additional partners include KUPU, Liliuokalani Trust, Moiliili Community Center, Ola I Ka Hana, ATS, HCAP, USCIS, US Armed Forces, Dept. of Public Safety, Susannah Wesley, Salvation Army, K-12 Public Schools, Hale Opio, and Hale Kipa. MCSA is in continual partner collaboration to ensure that we provide valuable programs for all.

Once enrolled, MCSA offers an individualized academic and career pathway. Our transition coordinators, teachers, parents, students and community college counselors play an integral role in the development of the MCSA student pathway.

MCSA’s CCRS based classes are offered for a wide range of learners which include Adult Basic Education, Adult Secondary Education and all levels in English Language Acquisition. The curriculum is based on the future goals of students which is primarily College and/or Career. Class schedules and enrollment are examined and adjustments are always made to accommodate the busy schedule of MCSA’s learners. Classes are held throughout the day to accommodate minors on a 4140 and adults who have jobs during the night. Night classes are available to adult learners who work during the day.

MCSA offers students a safe, clean, healthy, and orderly environment that nurtures learning. MCSA’s faculty and staff are professional, caring, and focused on high expectations for all students.

Our culturally diverse student and teacher population understand that we all need to work together to support individual and whole group learning. In the classroom, teachers also work on lifelong learning strategies/GLOs which include self-directed, interpersonal, critical thinking, ethical technology and communication skills.
**Areas of Strength**

- Transition counselors (GED, CBASE, ABE, CASAS), continue to implement Career Pathways that integrate education and training and support services that enable individuals to secure employment or advance to successively higher levels of education and/or employment.
- MCSA continues to promote partnerships with community colleges and other post-secondary programs to encourage the preparation of college and career ready students by working cooperatively with community college staff and by allowing office space on MCSA campuses.
- Community partnerships includes businesses, hotels, non-profit organizations, and government agencies.
- MCSA offers programs that are convenient for the adult learner with a variety of classes and office hours (morning, afternoon, evenings).
- The addition of a satellite office at the American Job Center housed in the Dillingham Plaza in Kalihi allows for greater access to partners and encourages a seamless delivery of services to the adult education clientele.
- A Workforce curriculum through the Workforce Development Diploma program to meet the requirements of WIOA has been initiated to support students.
- MCSA administration and teachers incorporate technology as an instructional delivery strategy to better support the learner for ABE, ELL, and high school equivalency credential preparation programs and has provided all staff with accessibility to a Google account.
- Teachers and staff promoting an understanding and appreciating the diverse culture, social and intellectual resources of students.

**Areas of Growth**

- Continue to expand partnerships with community colleges and other post-secondary programs to promote the preparation of college and career ready students.
- To encourage academic growth within the workforce curriculum, MCSA should continue to refine the comprehensive Workforce Development Diploma curriculum that addresses the requirements of WIOA.
- Provide funded professional development for MCSA teachers.

**PRIORITIZED AREAS OF GROWTH NEEDS FROM CATEGORIES A THROUGH E**

1. The administrators of each campus and teachers will work collaboratively to develop and implement strategies to promote the recently introduced Workforce Development Diploma (WDD) program.
2. The administrators of each campus and teachers will collaboratively design and execute a plan to increase the number and scope of the Adult Secondary Education program to better meet the school’s goals and objectives.
3. The Leadership Team will provide staff with professional development and training opportunities to improve the delivery of effective instruction, selection of appropriate curriculum, and assessment of student achievement.
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MCSA’s successful implementation is incumbent upon the agility of our organization to deliver equity and excellence in education using proven practices, while introducing new methods of delivery that hold great promise for students. Effective teacher and partnership collaboration is the “heart” of this school and the results are through the collaboration and joint effort of the MCSA’s community.

Based on the identified student learning needs as reflected in Chapter II’s Student and Community Profile and Supporting Data and Findings along with the focus group finding in Chapter III, MCSA has identified our student learning needs as follows.

1. The administrators of each campus and teachers will work collaboratively to develop and implement strategies to promote the recently introduced Workforce Development Diploma (WDD) program.
2. The administrators of each campus and teachers will collaboratively design and execute a plan to increase the number and scope of the Adult Secondary Education program to better meet the school’s goals and objectives.
3. The Leadership team will provide staff with professional development and training opportunities to improve delivery of effective instruction, selection of appropriate curriculum, and assessment of student achievement.

**Category A: Organization - Vision and Purpose, Governance, Leadership, Staff, and Resources**

**Areas of Strength:**
- MCSA’s revised Vision, and Mission Statements reflect student needs and are aligned with the policies of the governing authority and successfully guide the school in its improvement efforts.
- The school’s focus on students is a shared commitment and responsibility by the entire staff.
- The Leadership Team is composed of highly competent individuals, who are committed to ensuring a continual focus on student learning, school improvement, and the execution of initiatives.

**Areas of Growth:**
- Continue offering professional development opportunities that encourage implementing effective instructional practices.
- Continue to develop MCSA’s Workforce Development Diploma (WDD) Program, to increase the number of community partnership offering Module 2 training opportunities.
- Continue reviewing data to determine areas of growth and need and making adjustments to program as needed.

**Category B: Standards-based Student Learning: Curriculum**

**Areas of Strength:**
- MCSA continues to provide students with academic opportunities which are research based.
- The standards for learning, instruction and performance are guided by the GLO's, CASAS, CCSS and CCRS.
MCAS utilizes the examination of student work as an effective means in determining the quality of the instruction, student learning, how to proceed with instruction and determining if any actions are needed to adjust or to modify the lesson in support of student achievement.

Teachers oversee and monitor student learning to ensure successful integration of what is being taught, the transfer of student learning and integration to practical real-world application.

MCAS provides students with access to a full range of college/career and educational options to ensure students are successfully progressing towards graduation through services provided by transition and community college counselors utilizing the MCSA Career pathways.

MCAS conducts periodic curriculum reviews to determine strengths, areas of concerns and identified “gaps” to ensure a rigorous, relevant, challenging curriculum for all MCSA students.

All students have access to rigorous standards-based curriculum that engages and equips them with the necessary skills to meet the challenges of daily living and real-life experiences.

MCAS forms partnerships and collaborates with WIOA core partners and other key stakeholders to better prepare students for post-secondary education and to meet workforce requirements.

Areas of Growth:

- MCSA should continue to focus on the student workforce curriculum and individual student educational and personal goals.
- MCSA should continue to provide staff professional development and staff training.
- The WDD program is in its beginning stages and will require continued collaboration with existing and new partners to strengthen program offerings.
- Continue with the development of the WDD as an option for students that is afforded through the MCSA student pathways.
- Increase professional development and support opportunities for program development.
- Assess students’ needs in order to adjust curriculum.

Category C: Standards-based Student Learning: Instruction

Areas of Strength:

- MCAS has a diverse faculty utilizes different modes of instruction to address the range of student learning needs.
- MCAS provides students with multiple approaches and perspectives that reflects effective teaching and learning.
- Students are taught letter writing skills, test taking strategies and transferable soft skills such as work etiquette, ethics, and teamwork.
- Teachers help students to learn and acclimate themselves to Hawaii’s unique culture, traditions, and environment. Essentially, students become independent, self-directed, and lifelong learners.

Areas of Growth:

- MCSA should continue to focus on the student workforce curriculum and individual student
educational and personal goals.

- MCSA should continue to provide staff professional development and staff training.
- The WDD program is in its beginning stages and will require continued collaboration with existing and new partners to strengthen program offerings.

**Category D: Standards-based Student Learning - Assessment and Accountability**

**Areas of Strength:**

- Aggregated CASAS reports issued to teachers help instructors adapt curriculum to ensure collective concept weaknesses are addressed. Distribution of aggregated CASAS reports to instructors each fall semester provides data for curriculum planning.
- There is a system in place within MCSA that allows administrators, teachers, and staff to collect data to determine student learning and MCSA course offerings.
- MCSA works collaboratively with partners to effectively design appropriate curriculum and assessment programs.
- Teachers are to be commended for their efforts to implement strategies that personalize instructions for students.
- Administration has responded to teacher input to provide access to student data and a willingness to make changes to improve communication.

**Areas of Growth:**

- Continue to coordinate the use of the student pathways to establish a coordinated effort to be able to guide students to career goals.
- Provide professional development to further formative and summative evaluation.

**Category E: Student Culture and Support for Student Personal and Academic Growth**

**Areas of Strength:**

- Transition counselors (GED, CBASE, ABE, CASAS), continue to implement Career Pathways that integrate education and training and support services that enable individuals to secure employment or advance to successively higher levels of education and/or employment.
- Working cooperatively with Kapiolani Community College by providing office space for an academic counselor at the McKinley Campus.
- Students are pre and post tested using CASAS and TABE with the results reported to the National Reporting System and are promoted based on completion of an educational functioning level (EFL). (Assessment: pre/post-testing)
- MCSA continues to promote partnerships with the community colleges and other post-secondary programs to encourage the preparation of college and career ready students.
- Community partnerships include businesses, hotels, non-profits organizations, and government agencies.
- MCSA offers programs that are convenient for the adult learner with a variety of classes and office hours (morning, afternoon, night).
The addition of a satellite office at the American Job Center housed in the Dillingham Plaza in Kalihi allows for greater access to partners and encourages a seamless delivery of services to the adult education clientele.

A Workforce curriculum through the Workforce Development Diploma program to meet the requirements of WIOA has been initiated to support students.

MCSA administration and teachers incorporate technology as an instructional delivery strategy to better support the learner for ABE, ELL, and high school equivalency credential preparation programs and has provided all staff with accessibility to a Gmail account.

Teachers and staff promoting an understanding and appreciating the diverse culture, social and intellectual resources of students.

**Areas of Growth:**

- Continue to expand partnerships with community colleges and other post-secondary programs to promote the preparation of college and career ready students.
- To encourage academic growth within the workforce curriculum, MCSA should continue to refine the comprehensive Workforce Development Diploma curriculum that addresses the requirements of WIOA.
- Provide funded professional development for MCSA teachers.

Online Burlington English for ESL Students
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Self-Study Report, Chapter V: Revised Academic Plan

Based on the school’s examination and findings as delineated in Task 4, revisions to the academic plan have been identified. The school and Leadership Team agree that there are three identified areas of growth need that should be included in the modified desired outcomes and enabling activities. They proposed revisions to the Academic Plan are as follows.

1. The administrators of each campus and teachers will work collaboratively to develop and implement strategies to promote the recently introduced Workforce Development Diploma program (WDD).

   Enabling activities and specific strategies could include:
   
   a. Provide academic and transitional support opportunities for students seeking to complete the Workforce Development Diploma program by increasing the number of training partners required for Module 2.
   
   b. Continue partnerships with the workforce and community colleges through Integrated Education and Training (IET) programs that lead to employment.
   
   c. Focus on preparing the lower skilled incarcerated students by introducing the Workforce Development Diploma program to the Department of Public Safety ( Corrections) and continue to work with the Hawaii Family Court system in recommending the WDD as an alternative program for court referred youth.
   
   d. Expand training sites by coordinating concurrent educational training opportunities available in coordination with UHCC, trade programs, labor unions, and businesses.
   
   e. Continue to collaborate with labor unions and businesses to provide educational classes to employees and new recruits to better prepare those individuals for a successful career and productive employment.

2. The administrators of each campus and teachers will collaboratively design a plan to increase the number and scope of the Adult Secondary Education program to better meet the school’s goals and objectives.

   Enabling activities and specific strategies could include:
   
   a. Provide academic and transitional support opportunities for students seeking the GED or HISET high school equivalency credentials by increasing college and career transitioning opportunities, readiness, and success.
   
   b. Utilize computer technology to deliver the high school credentialing academy curriculum for transitioning ABE and ASE students.
   
   c. Utilize standards based high school equivalency or adult secondary educational preparation programs to encourage students to complete a high school equivalency credentialing program.
   
   d. Expand existing programs within the Department of Public Safety ( Corrections) to prepare inmates with the basic skills necessary to earn a credential while incarcerated or upon their release.
3. The administrators of each campus and leadership team will provide staff with professional development and training opportunities to improve the delivery of effective instruction, selection of appropriate curriculum, and assessment of student achievement.
   
a) Provide teachers and staff with opportunities that enable them to deliver effective instruction, select appropriate curriculum and administer assessments for students.

b) Provide professional development to further assess the learning needs of students.

c) Provide staff with training in NRS, TABE, and CASAS to remain current with Federal and State of Hawaii requirements.
Three-Year Academic Plan 2017-2020

(Proposed Revisions to Academic Plan for WASC Self Study Chapter V - 9-1-19)

McKinley Community School for Adults

634 Pensacola St.
Honolulu, HI 96817
### Where are we now?

Prioritize school’s needs as identified in one or more of the following needs assessments:

- **Comprehensive Needs Assessment (Title I Schools)**
- **WASC Self Study**
  - Category A: Organization
  - Category B: Standards Based Student Learning: Curriculum
  - Category C: Standards Based Student Learning: Instruction
  - Category D: Standards Based Student Learning: Assessment and Accountability

<table>
<thead>
<tr>
<th><strong>WASC Critical Area for Follow-up:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Need: The administrators from each campus and teachers will work collaboratively to develop and implement strategies to promote the recently introduced Workforce Development Diploma program (WDD).</td>
</tr>
<tr>
<td>2. Need: The administrators and teachers will collaboratively design and execute a plan to increase the number and scope of the Adult Secondary Education program to better meet the school’s goals and objectives.</td>
</tr>
<tr>
<td>3. Need: The administrators of each campus and leadership team will provide the staff with professional development and training opportunities to improve delivery of effective instruction, selection of appropriate curriculum, and assessment of student achievement.</td>
</tr>
</tbody>
</table>
The creation of a plan that will provide teachers, and staff with opportunities that enable them to deliver effective instruction, select appropriate curriculum, and administer assessments for students. The professional development plan will also provide teachers with strategies on further assessing the learning needs of students and help them in identifying needs, goals, barriers to accomplishing their program completion. And, lastly a coordinated training on NRS, TABE, and CASAS will be an integral part of the plan to remain current with Federal and State of Hawaii requirements.

### Addressing Equity: Sub Group Identification

- Economically Disadvantaged
- English Language Learners
- Adult Basic Education students
- Students with Disabilities
- Incarcerated individuals
- Adult Secondary Education students lacking a basic education or high school equivalency credential

In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.**
**ORGANIZE:** Identify your Academic Review Team Accountable Leads.

<table>
<thead>
<tr>
<th>Name and Title of ART Team Accountable Lead</th>
<th>Responsible for implementation of the school's strategies and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Michele Fukumoto, Vice Principal</td>
<td>1. College and Career Readiness Standards (All Vice Principals)</td>
</tr>
<tr>
<td>2. Lance Jyo, Vice Principal</td>
<td>2. Comprehensive Student Supports (All Vice Principals)</td>
</tr>
<tr>
<td>3. Mark Nakamura, Vice Principal</td>
<td>3. Formative Instruction/Data Teams (All Vice Principals)</td>
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<td>4. Kurt Ginoza, Vice Principal</td>
<td>4. Educator Effectiveness (All Vice Principals)</td>
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<tr>
<td>5. Ryan Sanpei, Program Specialist</td>
<td>5. Induction and Mentoring for Workforce Innovation and Opportunities Act</td>
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<tr>
<td>6. Tom Pangilinan, Accreditation Coordinator</td>
<td>6. Curriculum and Staff Development (Tom Pangilinan)</td>
</tr>
<tr>
<td>7. Raden Nagamine, Registrar Farrington/Maui Campus</td>
<td>7. CASAS &amp; TABE Data, NRS Tables, AEFLA Monitoring &amp; Reporting, HireNet</td>
</tr>
<tr>
<td>8. Shelby Hamamoto, Registrar Moanalua/Kauai Campus</td>
<td>8. CASAS &amp; TABE Data, NRS Tables, AEFLA Monitoring &amp; Reporting, HireNet</td>
</tr>
</tbody>
</table>

**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.
**Outcome:** By the end of three years, McKinley Community School for Adults will successfully address WASC Critical Area 1 as recommended by the Visiting Team.

1. **The administrators of each campus and teachers will work collaboratively to develop and implement strategies to promote the recently introduced Workforce Development Diploma program (WDD).**

In preparation for the Competency Based Community School Diploma Program elimination, the Hawaii Community School for Adults as a core partner of Hawaii’s Workforce Investment and Opportunities Act has been working collaboratively through the Workforce Development Council and the two required partners; the Department of Labor and Industrial Relations (DLIR), Division of Vocational Rehabilitation, employers, and the community colleges in designing a joint agency Workforce Development Diploma Program for our students. It is crucial for the success of MCSA’s program to encourage stakeholder engagement across education, business, industry, and communities to employ as many of our students in these entry level jobs.

While our primary mission is to graduate our students with a GED or HISET high school equivalency diploma, there are special populations of students without a high school credential that can prepare for the workforce through MCSA’s WDD program. The program can provide basic education and job training programs in partnership with the Hawaii hotel industry, apprenticeship programs, businesses, for those who are able to enter the workforce without a high school diploma but complete a workforce preparation program to meet the minimum requirements for job entry. Stakeholder engagement across education, the business industry and communities is essential to the success of the program that will lead to a job for this special population and reduce a dependence on social services.

**Rationale:**

As MCSA is bound by statutory provisions of the Workforce Innovation and Opportunities Act (WIOA). WIOA went into effective on July 1, 2015. The federal WIOA requires the Governor, via the Hawaii Workforce Development Board and in coordination with WIOA core programs administered through the Hawaii State Department of Labor and Industrial Relations (DLIR), the Hawaii State Department of Education (Community Schools for Adults) and the Hawaii State Department of Human Services’ Division of Vocational Rehabilitation (DVR) to submit a Unified State Plan to the United States Department of Labor (DOL). Hawaii state law requires the Workforce Development Council to work with core partner agencies and local workforce development boards to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and the operation of workforce services. In April, 2016, states submitted their Unified State Plan. Hawaii’s Unified State Plan has been approved by the U.S. Secretary of Labor. This Plan is made up of career pathways that include secondary, post-secondary levels and K-12 involvement by incorporating career-focused measures, pathways, and work-based learning experiences and credentials. The Community School for Adults provides secondary educational services for those individuals who have failed to complete their secondary/high school education. These services also include Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL) and transition services into careers and post-secondary training opportunities. The community school’s mission is to provide opportunities for student to remediate in numeracy and literacy, increase English Language proficiency, and to attain secondary credential. In addition, transition services are provided to improve access to post-secondary education and workforce services for individuals with significant barriers to employment – some veterans, individual with disabilities, out-of-school and at-risk youth, the incarcerated and other populations to help ensure that everyone has an opportunity to further their education and/or get a good job.

Effective February 2020, the newly designed Workforce Development Diploma Program for those students unable to attain a high school credential, was initiated. The program provides students with the necessary basic education along with the appropriate workforce training to earn a Workforce Diploma.
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<th>Planning</th>
<th>Enabling Activities (Indicate year(s) of implementation in next column)</th>
<th>School Year(s) of Activity</th>
<th>ART Accountable Lead(s)</th>
<th>Funding</th>
<th>Interim Measures of Progress</th>
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<tr>
<td>Desired Outcome</td>
<td>100 % of the WDD teachers and administrators will participate in the development and implementation strategies to promote the WDD program.</td>
<td>2017-2020</td>
<td>VPs: Michele Fukumoto, Farrington Lance Jyo, Moanalua &amp; Kauai Mark Nakamura, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
<td>☑ WSF ☑ Title I ☑ Title II ☑ Title III ☑ IDEA ☑ Homeless ☑ CTE ☑ Other: State General ☑ N/A</td>
<td>Comprehensive Adult Student Assessment System (CASAS) and Test of Adult Basic Education (TABE).</td>
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<tr>
<td>Source of Funds (Check applicable boxes to indicate source of funds)</td>
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<td>☑ Title I ☑ Title II ☑ Title III ☑ IDEA ☑ Homeless ☑ CTE ☑ Other: State General ☑ N/A</td>
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Provide academic and transitional support opportunities for students seeking to complete the Workforce Development Diploma program by increasing the number of training partners.

Continue to provide teachers with staff development in-servicing in the implementation of MCSA Career Pathways and College and Career Readiness Standards (Common Core Adult Education Standards).

Expand partnerships with the workforce to promote the preparation of our students for employment.

Focus on preparing the lower skilled incarcerated students by introducing the Workforce Development Diploma program to the Department of Public Safety (Corrections).

Expand training sites by coordinating concurrent educational training opportunities available in coordination with UHCC, trade programs, labor unions, and business.

Provide staff development training for teachers on instructional strategies and use of assessment data.
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<th>Planning</th>
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<td><strong>Enabling Activities</strong> <em>(Indicate year(s) of implementation in next column)</em></td>
<td><strong>School Year(s) of Activity</strong></td>
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<tr>
<td>Implement the Common Core Standards (CCS) to include College and Career Readiness Standards for adult education.</td>
<td>2017-2020</td>
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Goal 2: Staff Success. McKinley Community School for Adults has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

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<thead>
<tr>
<th>Outcome:</th>
<th>Rationale:</th>
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<tr>
<td>The administrators of each campus and teachers will collaboratively design a plan to increase the number and scope of the Adult Secondary Education program to better meet the school’s goals and objectives</td>
<td>Provide teacher staff development and in-service activities to support teachers through the implementation of research-based strategies including timely formative and summative assessment and disaggregation of data for the purposes of planning, implementation, and evaluation, team teaching, scaffolding, and other strategies to support student attainment of the identified individual and collective goals. This also provides teachers with an opportunity to develop teaching strategies for working with smaller groups of students while scaffolding instruction to provide individual or tutorial help for students in need. Team teaching, allows teachers to provide both large and small group instruction through direct instruction, sharing the pen, as well as large and small group instruction, as well as individual attention or tutorial as needed.</td>
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<tr>
<td>The GED and HiSET program deliver curriculum that follows the College and Career Readiness standards-based curriculum. Instruction is structured to assist the adult learner with understanding the requirements of the Adult Secondary Education program. Internet access serves as the major conduit to accessing the standards based Adult Secondary education through Essential Education.</td>
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</table>
| Planning | Enabling Activities (Indicate year(s) of implementation in next column) | School Year(s) of Activity | ART Accountable Lead(s) | Funding Source of Funds (Check applicable boxes to indicate source of funds) | Interim Measures of Progress
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<tr>
<td>Desired Outcome</td>
<td>Continue to provide a seamless delivery of services to the school’s communities through the new structure of adult education programs. Provide academic and transitional support opportunities for student seeking the GED or HiSET high school equivalency credentials by increasing college transitioning opportunities, readiness, and success. Utilize computer technology to deliver the high school credentialing academy curriculum for transitioning ABE and ASE students. Utilize the HiSET, GED online program and Essential Education to encourage students to complete the high school equivalency credentialing program.</td>
<td>2017-2020</td>
<td>VPs: Michele Fukumoto, Farrington Lance Jyo, Moanalua &amp; Kauai Mark Nakamura, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
<td>☒ WSF ☒ Title II ☒ Title III ☒ IDEA ☒ Homeless ☒ CTE ☒ Other: State General ☐ N/A</td>
<td>Comprehensive Adult Student Assessment System (CASAS) and Test of Adult Basic Education (TABE). HiSET or GED completion rate.</td>
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<td>Planning</td>
<td>Enabling Activities (Indicate year(s) of implementation in next column)</td>
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<tr>
<td>Desired Outcome</td>
<td>100% of beginning adult education teachers will be assigned to a mentor teacher for the school year. New teachers will also attend the new teacher orientation program prior to the start of each semester.</td>
<td>2017-2020</td>
<td>VPs: Michele Fukumoto, Farrington Lance Jyo, Moanalua &amp; Kauai Mark Nakamura, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
<td>☒ WSF  ☐ Title I  ☒ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☒ CTE  ☒ Other: State General  ☐ N/A</td>
<td>The attendance record (sign-in) will serve as evidence of the teachers’ participation in the comprehensive orientation and mentoring program for new teachers. 100% of all new teachers will be required to establish a LINCS account.</td>
</tr>
<tr>
<td></td>
<td>Continue to provide a seamless delivery of services to the school’s communities through the new structure of adult education programs.</td>
<td>2017-2020</td>
<td>VPs: Michele Fukumoto, Farrington Lance Jyo, Moanalua &amp; Kauai Mark Nakamura, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
<td>☒ WSF  ☐ Title I  ☒ Title II  ☒ Title III  ☐ IDEA  ☐ Homeless  ☒ CTE  ☒ Other: State General  ☐ N/A</td>
<td>100% of our teachers and staff will be provided with the necessary information to continue this seamless delivery of educational services to our students on all 5 campuses. Progress will be monitored by the vice principals through the informal and formal walk-throughs and classroom visitations.</td>
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**Goal 3: Successful Systems of Support.** The system and culture of McKinley Community School for Adults works to effectively organize financial, human, and community resources in support of student success.

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<th>Outcome:</th>
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<td>The administrators of each campus and leadership team will provide staff with professional development and training opportunities to: improve delivery of effective instruction, selection of essential curriculum, assessment of student achievement. The creation of a plan that will provide teachers, and staff with opportunities that enable them to deliver effective instruction, select appropriate curriculum, and administer assessments for students. The professional development plan will also provide teachers with strategies on further assessing the learning needs of students and help them in identifying needs, goals, barriers to accomplishing their program completion. And, lastly a coordinated training on NRS, TABE, and CASAS will be an integral part of the plant to remain current with Federal and State of Hawaii requirements.</td>
<td>The quality of adult education instruction is a critical factor in improving student outcomes in reading, mathematics and other key skill areas. MCSA in partnership with the Office of Vocational and Adult Education (OVAE) will review research on adult learning to help adult educators learn about, understand, and put into practice the findings from scientifically-based research. The school realizes that the continuous improvement in teaching depends on the availability of high-quality professional development opportunities. Improving the quality of instruction in adult education programs ultimately involves continually strengthening the knowledge, skills, and abilities of instructors, administrators, and other adult education staff.</td>
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<td>Continue working collaboratively with the two core partners, Department of Labor and the Department of Human Services-Vocational Rehabilitation, to better integrate and align education and literacy services with employment and vocational rehabilitation service, as well as services of other relevant partners and systems, including the American Job centers.</td>
<td>The Workforce Investment and Opportunities Act (WIOA) is groundbreaking Federal legislation that has provided opportunities for adult education to reinvigorate the public workforce system through strong cross-programs and federal-state-local partnership working collaboratively to develop innovative strategies that provide American workers with the quality education and job training opportunities needed for the high-skill jobs of the future. As the educational partner of WIOA, MCSA is working collaboratively with the Department of Labor and Department of Health (Division of Vocational Rehabilitation) to provide the educational component that will prepare our students for the workforce or college.</td>
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<td>Desired Outcome</td>
<td>Provide teachers and staff with opportunities that enable them to deliver effective instruction, select appropriate curriculum, and administer assessment for students.</td>
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<td>All teachers will participate in the staff development activities as delineated in the LINCS Professional Development Center.</td>
<td>The professional development activities include: the use of LINCS resources; development of school trainers to include program teacher leaders, the use of integrated technology for curriculum delivery. Optional online professional development training will be made available online through the LINCS Learning Portal that are facilitated by LINCS National Trainers.</td>
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<td><strong>Desired Outcome</strong>&lt;br&gt;100% of teachers will be included in the staff development training activities as identified by the teachers and administration.</td>
<td><strong>Source of Funds</strong>&lt;br&gt;(Check applicable boxes to indicate source of funds)&lt;br&gt;☐ WSF&lt;br&gt;☐ Title I&lt;br&gt;☒ Title II&lt;br&gt;☐ Title III&lt;br&gt;☐ IDEA&lt;br&gt;☐ Homeless&lt;br&gt;☐ CTE&lt;br&gt;☒ Other: State General&lt;br&gt;☐ N/A</td>
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<td><strong>Enabling Activities</strong>&lt;br&gt;Professional Development opportunities offered to teachers will include TABE, CASAS, and Essential Education informational as well as application training. Depending on the training, facilitated online coured and blended learning opportunities may be offered. This will be an opportunity to address individual teacher training needs.</td>
<td><strong>ART Accountable Lead(s)</strong>&lt;br&gt;VPs:&lt;br&gt;Michele Fukumoto, Farrington&lt;br&gt;Lance Jyo, Moanalua &amp; Kauai&lt;br&gt;Mark Nakamura, McKinley&lt;br&gt;Kurt Ginoza, Maui&lt;br&gt;Ryan Sanpei, Program Specialist&lt;br&gt;Tom Pangilinan, Accreditation Coordinator&lt;br&gt;Transition Coordinators</td>
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<tr>
<td><strong>School Year(s) of Activity</strong>&lt;br&gt;2019-2024</td>
<td><strong>Define the relevant data used to regularly assess and monitor progress</strong>&lt;br&gt;All teachers will be offered opportunities to participate in training activities dependent on individual schedules.</td>
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<tr>
<td><strong>Continue to develop strategies to improve student retention which will enable all students to achieve their individual learning goal.</strong></td>
<td><strong>Define the relevant data used to regularly assess and monitor progress</strong>&lt;br&gt;An annual increase of 2% of the students enrolled in Adult Secondary Education will be transitioning to the community colleges.&lt;br&gt;An annual increase of 2% of students will transition from school to the workplace.</td>
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<td><strong>Enabling Activities</strong>&lt;br&gt;Infuse the College and Career Readiness Standards (CCRS), and subsets of the Common Core State Standards, into competency-based instruction in adult education.</td>
<td><strong>Define the relevant data used to regularly assess and monitor progress</strong>&lt;br&gt;An annual increase of 2% of the students enrolled in Adult Secondary Education will be transitioning to the community colleges.&lt;br&gt;An annual increase of 2% of students will transition from school to the workplace.</td>
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<tr>
<td><strong>School Year(s) of Activity</strong>&lt;br&gt;2018-20</td>
<td><strong>Define the relevant data used to regularly assess and monitor progress</strong>&lt;br&gt;An annual increase of 2% of the students enrolled in Adult Secondary Education will be transitioning to the community colleges.&lt;br&gt;An annual increase of 2% of students will transition from school to the workplace.</td>
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<td><strong>Desired Outcome</strong></td>
<td><strong>Increase Focus on Learning home group collaboration to better meet the needs of the school’s goals and objectives.</strong></td>
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<td><strong>Enabling Activities</strong></td>
<td>Implement MCSA Student Pathways that integrate education and training and support services that enable individuals to prepare for employment or advance to successively higher levels of education and employment. Full-time transition coordinators will provide guidance and leadership to those individuals receiving workforce development services for transition into employment, postsecondary programs, advanced job training and needed support services with the development of a Personal Transition Plan that provides goals and benchmarks to track progress.</td>
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<td>Desired Outcome</td>
<td>Increase Focus on Learning home group collaboration to better meet the needs of the school’s goals and objectives.</td>
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<td>Provide academic and transitional support opportunities for students seeking the GED or HiSET high school equivalency credentials, Workforce Development Diploma, employment, or higher education by increasing college access, readiness, and success.</td>
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| Students enrolled in an Adult Education courses must have a transitional goal in mind:  
- Gaining employment  
- Obtaining workforce certification  
- Continuing in an institution of higher learner. | | VPs: Michele Fukumoto, Farrington Lance Jyo, Moanalua & Kauai Mark Nakamura, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator | ☑ WSF ☑ Title I ☑ Title II ☑ Title III ☑ IDEA ☑ Homeless ☑ CTE ☑ Other: State General ☑ N/A | | |
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<th>Funding</th>
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<tr>
<td>Desired Outcome</td>
<td>Increase Focus on Learning home group collaboration to better meet the needs of the school’s goals and objectives.</td>
<td>Utilize computer technology to deliver Work Readiness and High School Credentialing Academy curriculum for transitioning ABE and ASE students.</td>
<td>VPs: Michele Fukumoto, Farrington Lance Jyo, Moanalua &amp; Kauai Mark Nakamura, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
<td>☒ WSF ☒ Title II ☒ Title III ☒ IDEA ☒ Homeless ☒ CTE ☒ Other: State General ☒ N/A</td>
<td>☐ WSF ☐ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: State General ☐ N/A</td>
<td>An increase of 5% class of students enrolled in computer technology classes by 2020-21.</td>
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<td></td>
<td>Expand partnerships with community college programs by 10% to promote the preparation of college and career ready students.</td>
<td></td>
<td>VPs: Michele Fukumoto, Farrington Lance Jyo, Moanalua &amp; Kauai Mark Nakamura, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
<td>☒ WSF ☒ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: State General ☐ N/A</td>
<td>☒ WSF ☒ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: State General ☐ N/A</td>
<td>McKinley Campus will continue its partnership utilizing the Department of Labor WIOA grant by offering 30 students an opportunity to enroll in McKinley’s Workplace Literacy program. Continue to seek avenues to offer Kapiolani Community College credit courses at MCSA.</td>
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<td><strong>Desired Outcome</strong></td>
<td>Increase Focus on Learning home group collaboration to better meet the needs of the school’s goals and objectives.</td>
<td>VP: Lance Jyo Shelby Hamamoto, Registrar</td>
<td>☒ WSF ☐ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☒ CTE ☒ Other: State General ☐ N/A</td>
<td>Utilize the Adult Basic Education program to prepare 80% of the lower skilled adults for success in post-secondary training or employment. Increase the number of incarcerated individuals by 2% into the GED and HiSET preparation classes in the correctional facilities. 100% of HiSET &amp; GED teachers will assess student performance on the assessment exams. Results of these assessments will be utilized to help teachers differentiate learning and curriculum development. 100% of CBCSDP teachers will use mandatory student tasks in the individual units to serve as formative assessments and allow students the ability to apply knowledge gained to complete tasks.</td>
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<td>Continue existing partnerships with the correctional facilities at Halawa, Oahu, Women’s, Kauai, Maui, and Hilo to prepare inmates with the basic skills necessary to complete the GED and or HiSET program while incarcerated. Also, the partnership will focus on preparing the lower skilled adults for success in post-secondary training or employment.</td>
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<td>Utilize the HiSET, GED on-line program, and Essential Education to encourage students to complete the high school equivalency credential as well as the Workforce Development Diploma.</td>
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CHAPTER 1
PROGRESS REPORT

CHAPTER 2
STUDENT/COMMUNITY PROFILE & SUPPORTING DATA AND FINDINGS

CHAPTER 3
SELF-STUDY FINDINGS
A. ORGANIZATION
B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM
C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION
D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY
E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

CHAPTER 4
STUDENT/COMMUNITY PROFILE

CHAPTER 5
ACADEMIC PLAN

APPENDIX

EVIDENCE
APPENDICES:

A. Glossary

B. Current MCSA Academic Plan

C. MCSA’s Comprehensive Needs Assessment

D. MCSA’s School Design

E. Appendix

F. National Reporting System Report (Community School for Adults only)

G. Professional Development Training Log
Appendix A
Glossary

ABE .............................................. Adult Basic Education
AEAC ............................................ Adult Education Advisory Council
AJC .............................................. American Job Center
AFP .............................................. Academic & Financial Plan
AEFLA .................................... Adult Education & Family Literacy Act
ASE .............................................. Adult Secondary Education
BOE .............................................. Board of Education
CASAS ........................................ Comprehensive Adult and Student Assessment System
CBCSDP ........................................ Competency-Based Community School Diploma Program
CCSS .............................................. Common Core State Standards
CES .............................................. Community Education Section
COMPASS ................................ COMPASS is a computerized placement test to determine the level of English and math courses the student is prepared to enter in a post-secondary school and provides necessary information the school needs to ensure student success
EFF .............................................. Equipped for the Future
ELA .............................................. English Language Acquisition (Formerly ESL)
ESL .............................................. English as Second Language
Fiscal Year ..................................... The twelve-month period for the school year starting in June and ending in May
FOL .............................................. Focus on Learning
Fundables ..................................... Students who have been pre- & post-tested and have accumulated at least 12 instructional hours
GED .............................................. General Education Development
HCAP ............................................ Honolulu Community Action Program
HIDOE ........................................... Hawaii Department of Education
HiSET ............................................ High School Equivalency Test
HSE .............................................. High School Equivalency
IELCE ........................................... Integrated English Literacy and Civics Education
IET .............................................. Integrated Education and Training
KWDB ........................................ Kauai Workforce Development Board
LACES ......................................... Literacy, Adult and Community Education System. The LACES student data management system, designed by Literacy Pro Systems, tracks federally-mandated student information that includes demographics, attendance, learning gains, and goal achievement
MWDB........................Maui Workforce Development Board
MCSA...........................McKinley Community Schools for Adults
NRS............................National Reporting System
OCCC .........................Oahu Community Correctional Center
OWDB...........................Oahu Workforce Development Board
PTT ................................Part-time Temporary
SAC ................................School Advisory Council
SASA...........................School Administrative Services Assistant State Adult & Community Education Advisory Council
........................................Serves as an advocate for adult education to the Hawaii State Legislature and meets quarterly
TABE .............................Test of Adult Basic Education
Tables 4 & 4B..............National Reporting System compilations of student assessments that display completion rates of students’ Educational Functioning Levels
TOPSpro ...............TOPSpro is a computerized database system that automatically scores CASAS tests, tracks student and program progress, and generates reports that help teachers link assessment to instruction
USDOE ......................United States Department of Education
WASC ........................Western Association of Schools and Colleges
WDC ...........................Workforce Development Council
WDD .............................Workforce Development Diploma
WIOA ..........................Workforce Innovation and Opportunities Act
Workplace Literacy........A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by 1) providing adult literacy and other basic skill services and activities, 2) providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent, and 3) meeting the literacy needs of adults with limited English proficiency.
Three-Year Academic Plan 2017-2020

McKinley Community School for Adults

634 Pensacola St.
Honolulu, HI 96817
<table>
<thead>
<tr>
<th>Where are we now?</th>
<th>WASC Category B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritize school’s needs as identified in one or more of the following needs assessments:</td>
<td>All Students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.</td>
</tr>
<tr>
<td>• Comprehensive Needs Assessment (Title I Schools)</td>
<td>WASC Critical Area for Follow-up:</td>
</tr>
<tr>
<td>• WASC Self Study</td>
<td>1. Need: Increase home group collaboration to better meet the school’s goals and objectives.</td>
</tr>
<tr>
<td>• WASC Category B: Standards Based Student Learning: Curriculum, instruction</td>
<td>WASC Category C:</td>
</tr>
<tr>
<td>• WASC Category C: Standards Based Student Learning: Instruction</td>
<td>All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.</td>
</tr>
<tr>
<td>• WASC Category D: Standards Based Student Learning: Assessment and Accountability</td>
<td>WASC Critical Area for Follow-up:</td>
</tr>
<tr>
<td>• International Baccalaureate (IB) Authorization</td>
<td>2. Need: Continue to develop strategies to improve student retention which will enable all students to achieve their individual learning goals.</td>
</tr>
<tr>
<td>• Other</td>
<td>WASC Category D:</td>
</tr>
<tr>
<td>Addressing Equity: Sub Group Identification</td>
<td>The school leadership and instructional staff use professionally acceptable assessment processes to collect, disaggregate, analyze, and report student performance data to stakeholders of the school community.</td>
</tr>
<tr>
<td>• Economically Disadvantaged</td>
<td>WASC Schoolwide Critical Areas for Follow-up:</td>
</tr>
<tr>
<td>• English Language Learners</td>
<td>3. Need: Increase the number and scope of partnerships to carry out the school’s mission.</td>
</tr>
<tr>
<td>• Adult Basic Education students</td>
<td>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</td>
</tr>
<tr>
<td>• Students with Disabilities</td>
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<tr>
<td>• Incarcerated individuals</td>
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<tr>
<td>• Adult Secondary Education students lacking a basic education or high school equivalency credential</td>
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</tbody>
</table>
**ORGANIZE:** Identify your Academic Review Team Accountable Leads.

<table>
<thead>
<tr>
<th>Name and Title of ART Team Accountable Lead</th>
<th>Responsible for implementation of the school’s strategies and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Michele Fukumoto, Vice Principal</td>
<td>1. College and Career Readiness Standards (All Vice Principals)</td>
</tr>
<tr>
<td>2. Lance Jyo, Vice Principal</td>
<td>2. Comprehensive Student Supports (All Vice Principals)</td>
</tr>
<tr>
<td>3. Ken Furukawa, Vice Principal</td>
<td>3. Formative Instruction/Data Teams (All Vice Principals)</td>
</tr>
<tr>
<td>4. Kurt Ginoza, Vice Principal</td>
<td>4. Educator Effectiveness (All Vice Principals)</td>
</tr>
<tr>
<td>5. Ryan Sanpei, Program Specialist</td>
<td>5. Induction and Mentoring for Workforce Innovation and Opportunities Act</td>
</tr>
<tr>
<td>6. Tom Pangilinan, Accreditation Coordinator</td>
<td>6. Curriculum and Staff Development (Tom Pangilinan)</td>
</tr>
<tr>
<td>7. Raden Nagamine, Registrar Farrington/Maui Campus</td>
<td>7. CASAS &amp; TABE Data, NRS Tables, AEFLA Monitoring &amp; Reporting, HireNet</td>
</tr>
<tr>
<td>8. Shelby Hamamoto, Registrar Moanalua/Kauai Campus</td>
<td>8. CASAS &amp; TABE Data, NRS Tables, AEFLA Monitoring &amp; Reporting, HireNet</td>
</tr>
</tbody>
</table>
**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

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<tr>
<th>Outcome: By the end of three years,</th>
<th>Rationale:</th>
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<tr>
<td>By the end of three years, McKinley Community School for Adults will successfully address the <strong>WASC three Critical Areas of Need</strong> as recommended by the Visiting Team.</td>
<td>As MCSA approaches the third year of the WASC accreditation cycle, each campus is faced with statutory provisions of the Workforce Innovation and Opportunity Act (WIOA). WIOA went into effective on July 1, 2015. The federal WIOA requires the Governor, via the Hawaii Workforce Development Board and in coordination with WIOA core programs administered through the Hawaii State Department of Labor and Industrial Relations (DLIR), the Hawaii State Department of Education (Community Schools for Adults) and the Hawaii State Department of Human Services’ Division of Vocational Rehabilitation (DVR) to submit a Unified State Plan to the United States Department of Labor (DOL). Hawaii state law requires the Workforce Development Council to work with core partner agencies and local workforce development boards to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and the operation of workforce services. In April, 2016, states submitted their Unified State Plan. Hawaii’s Unified State Plan has been approved by the U.S. Secretary of Labor. This Plan is made up of career pathways that include secondary, post-secondary levels and K-12 involvement by incorporating career-focused measures, pathways, and work-based learning experiences and credentials. The Community School for Adults provides secondary educational services for those individuals who have failed to complete their secondary/high school education. These services also include Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL) and transition services into careers and post-secondary training opportunities. The community school’s mission is to provide opportunities for student to remediate in numeracy and literacy, increase English Language proficiency, and to attain secondary credential. In addition, transition services are provided to improve access to post-secondary education and workforce services for individuals with significant barriers to employment – some veterans, individual with disabilities, out-of-school and at-risk youth, the incarcerated and other populations to help ensure that</td>
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1. **Increase the number and scope of partnerships by 20% to carry out the school’s mission.**

Adult education in Hawaii provides educational services in basic skills, acculturation and linkages to other community resources and service providers. Under the Workforce Innovation and Opportunity Act (WIOA), McKinley Community School for Adults (MCSA) is mandated to work with two core partners, the Department of Labor and the Department of Human Services – Vocational Rehabilitation, to better integrate and align adult education and literacy services with employment and vocational rehabilitation services, as well as with service of other relevant partners and systems, including the American Job Centers.

2. **Continue to develop strategies to improve student retention which will enable all students to achieve their individual learning goals.**

To improve student retention, all students will have access to a rigorous, relevant curriculum addressing the **College and Career Readiness Standards (CCRS)**. These standards are descriptive statements with multiple performance levels detailing what adults need to know and be able to do in the 21st century. All teachers used standards-based texts and supplemental curriculum. In addition, the GED, HiSET and Workforce Development Diploma Program** follow a set standards-based curriculum. Classroom activities are structured to simulate real life situations and teach skills the adult learner will require. Internet access serves as an integral resource along with real-life conversation, various software programs, field trips and guest speakers. Waiver Day meetings and classroom visitations are utilized to oversee and monitor specific strategies and activities to ensure student success.
3. Increase home group collaboration to better meet the school's goals and objectives.

As a result of teacher involvement in the preparation of the WASC Self-Study Report, all teachers and staff will be assigned a focus and home group. These groups serve as the means to collaborate with each other and with other home and focus groups for the purpose of finding out information, clarification of thoughts, ideas, etc. and agreement of the inclusion of information for the report. The process is successful in involving and supporting students that MCSA has continued this process to continue to support student in their learning experience and goals. MCSA Administrators and teachers meet weekly to discuss student welfare, student communication, curriculum, and placement of students in three areas:

1. Registration procedures - understanding requirements and expectations.
2. Testing center - the importance to well on test; purpose of testing.
3. Classroom - understanding the curriculum, standards, etc.

Also, in addition to the WASC Critical Areas of Need, we will be focusing on the following:

- Ongoing training to assist MCSA administrators, teachers, staff and students regarding implementation of the Workforce Innovation and Opportunity Act (WIOA) and the impact it will have on each of them.
- Requesting funds to implement the requirements of WIOA due to the shortfall in general fund allocation and to purchase personnel, i.e. Transition Coordinators to aid in the WIOA transition.
- Creating, designing, modifying the MCSA Campus Student Pathways as we continue to address the ever-changing requirements for successful implementation.
- Providing support to students which will allow them to meet the course requirements to fulfill their college and career goals.

everyone has an opportunity to further their education and/or get a good job. Effective February 2020, the newly designed Workforce Development Diploma Program for those students unable to attain a high school credential, was initiated. The program provides students with the necessary basic education along with the appropriate workforce training to earn a Workforce Diploma.
<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities (Indicate year(s) of implementation in next column)</th>
<th>School Year(s) of Activity</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds (Check applicable boxes to indicate source of funds)</th>
<th>Interim Measures of Progress</th>
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<tbody>
<tr>
<td>100% of the teachers will participate in Common Core State Standards to include Adult Education College and Career Readiness Standards staff implementation to create an environment that supports college and career success.</td>
<td>Continue to provide teachers with staff development in-servicing in the implementation of MCSA Career Pathways and College and Career Readiness standards (Common Core Adult Education Standards). Provide staff development training for teachers on instructional strategies and use of assessment data. Implement the Common Core Standards (CCS) to include College and Career Readiness Standards for adult education.</td>
<td>2017-2020</td>
<td>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
<td>☐ WSF ☑ Title I ☑ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☑ Other: State General ☐ N/A</td>
<td>Define the relevant data used to regularly assess and monitor progress. Comprehensive Adult Student Assessment System (CASAS) and Test of Adult Basic Education (TABE).</td>
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</table>
Goal 2: Staff Success. McKinley Community School for Adults has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Rationale:</th>
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<tbody>
<tr>
<td>By the end of three years an induction, mentoring, and support for all adult education teachers will be provided.</td>
<td>Provide teacher staff development and in-service activities to support teachers through the implementation of research-based strategies including timely formative and summative assessment and disaggregation of data for the purposes of planning, implementation, and evaluation, team teaching, scaffolding, and other strategies to support student attainment of the identified individual and collective goals. This also provides teachers with an opportunity to develop teaching strategies for working with smaller groups of students while scaffolding instruction to provide individual or tutorial help for students in need. Team teaching, allows teachers to provide both large and small group instruction through direct instruction, sharing the pen, as well as large and small group instruction, as well as individual attention or tutorial as needed.</td>
</tr>
<tr>
<td>Desired Outcome</td>
<td>Enabling Activities</td>
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<tr>
<td>At the beginning of each semester, induction mentoring and support for all adult education teachers will be provided.</td>
<td>Continue to provide a seamless delivery of services to the school’s communities through the new structure of adult education programs.</td>
</tr>
<tr>
<td>At the beginning of each semester, induction mentoring and support for all adult education teachers will be provided.</td>
<td>100% of beginning adult education teachers will be assigned to a mentor teacher for the school year. New teachers will also attend the new teacher orientation program prior to the start of each semester.</td>
</tr>
<tr>
<td>Desired Outcome</td>
<td>School Year(s) of Activity</td>
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| Continue to provide a seamless delivery of services to the school’s communities through the new structure of adult education programs. | 2017-2020                  | VPs: Ken Furukawa, Farrington, Lance Jyo, Moanalua & Kauai, Michele Fukumoto, McKinley, Kurt Ginoza, Maui, Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator | ☒ WSF  ☐ Title I  ☒ Title II  ☐ Title III  ☐ IDEA  ☐ Homeless  ☐ CTE  ☚ Other: State General  ☐ N/A | Define the relevant data used to regularly assess and monitor progress  
100% of our teachers and staff will be provided with the necessary information to continue this seamless delivery of educational services to our students on all 5 campuses.  
Progress will be monitored by the vice principals through the informal and formal walk-throughs and classroom visitations. |
**Goal 3: Successful Systems of Support.** The system and culture of **McKinley Community School for Adults** works to effectively organize financial, human, and community resources in support of student success.

<p>| <strong>Outcome:</strong> By the end of three years, McKinley Community School for Adults CASAS and HireNet data will show an increase in the number of students’ transitioning from the community school to a community college or workplace. | <strong>Rationale:</strong> The Workforce Investment and Opportunities Act (WIOA) is groundbreaking Federal legislation that has provided opportunities for adult education to reinvigorate the public workforce system through strong cross-programs and federal-state-local partnership working collaboratively to develop innovative strategies that provide American workers with the quality education and job training opportunities needed for the high-skill jobs of the future. As the educational partner of WIOA, McKinley Community School for Adults is working collaboratively with the Department of Labor and Department of Health (Division of Vocational Rehabilitation) to provide the educational component that will prepare our students for the workforce or college. |</p>
<table>
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<tr>
<th>Desired Outcome</th>
<th>Enabling Activities (Indicate year(s) of implementation in next column)</th>
<th>School Year(s) of Activity</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds (Check applicable boxes to indicate source of funds)</th>
<th>Interim Measures of Progress</th>
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<tr>
<td><strong>WASC Area for follow-up #2:</strong> Continue to develop strategies to improve student retention which will enable all students to achieve their individual learning goal.</td>
<td>Infuse the College and Career Readiness Standards (CCRS), and subsets of the Common Core State Standards, into competency-based instruction in adult education.</td>
<td>2017-18</td>
<td>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator Transition Coordinators</td>
<td>☐ WSF ☐ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: State General ☐ N/A</td>
<td>An annual increase of 2% of the students enrolled in Adult Secondary Education will be transitioning to the community colleges. An annual increase of 2% of students will transition from school to the workplace.</td>
</tr>
<tr>
<td><strong>WASC Area for Follow-up #3</strong> Increase Focus on Learning home group collaboration to better meet the needs of the school’s goals and objectives.</td>
<td>Develop Career Pathways that integrate education and training and support services that enable individuals to secure employment or advance to successively higher levels of education and employment. Full-time transition coordinators will provide guidance and leadership to those individuals receiving workforce development services for transition into employment, postsecondary programs, advanced job training and needed support services with the development of a Personal Transition Plan that provides goals and benchmarks to track progress.</td>
<td>2017-2020</td>
<td>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator Transition Coordinators</td>
<td>☐ WSF ☐ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: State General ☐ N/A</td>
<td>Career Pathways for all campuses will be finalized and revised annually. A copy of individual campus pathways will be shared and posted on McKinley CSA’s website: <a href="http://www.mcsahawaii.org">www.mcsahawaii.org</a> All transition coordinators will utilize the individual student plan to assist with program placement.</td>
</tr>
</tbody>
</table>
| Planning | Enabling Activities  
(Indicate year(s) of implementation in next column) | School Year(s) of Activity | ART Accountable Lead(s) | Funding | Interim Measures of Progress |
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<tr>
<td><strong>Desired Outcome</strong></td>
<td>Increase Focus on Learning home group collaboration to better meet the needs of the school’s goals and objectives.</td>
<td></td>
<td>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
<td>☒ Title II</td>
<td>Focus on Learning Home Groups meetings will increase by 10% each school year.</td>
</tr>
<tr>
<td></td>
<td>Provide academic and transitional support opportunities for students seeking the GED or HiSET high school equivalency credentials, Workforce Development Diploma, employment, or higher education by increasing college access, readiness, and success.</td>
<td></td>
<td>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
<td>☒ State: General Funds ☒ Title II AEFLA funds</td>
<td>100% of students seeking counseling services will receive services from the Transition Counselor or Kapiolani Community College Counselor.</td>
</tr>
<tr>
<td>Planning</td>
<td>Enabling Activities (Indicate year(s) of implementation in next column)</td>
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<tr>
<td><strong>Desired Outcome</strong></td>
<td>Work together with two core partners, Department of Labor and the Department of Human Services-Vocational Rehabilitation, to better integrate and align education and literacy services with employment and vocational rehabilitation service, as well as services of other relevant partners and systems, including the American Job centers.</td>
<td></td>
<td>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
<td>☑ WSF ☑ Title II ☑ Title III ☑ IDEA ☑ Homeless ☑ CTE ☑ Other: State General</td>
<td>August 2018, McKinley Campus will establish a Workplace Literacy class and enrolling students from the Department of Labor and Division of Vocational Rehabilitation.</td>
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<td>Students enrolled in an Adult Education courses must have a transitional goal in mind: ● Gaining employment ● Obtaining workforce certification ● Continuing in an institution of higher learner.</td>
<td></td>
<td>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
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<tr>
<td>Desired Outcome</td>
<td>Utilize computer technology to deliver Work Readiness and High School Credentialing Academy curriculum for transitioning ABE and ASE students.</td>
<td>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
<td>☒ WSF ☑ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: State General ☐ N/A</td>
<td>An increase of 5% class of students enrolled in computer technology classes by 2018-19.</td>
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<td></td>
<td>Expand partnerships with community college programs by 10% to promote the preparation of college and career ready students.</td>
<td>VPs: Ken Furukawa, Farrington Lance Jyo, Moanalua &amp; Kauai Michele Fukumoto, McKinley Kurt Ginoza, Maui Ryan Sanpei, Program Specialist Tom Pangilinan, Accreditation Coordinator</td>
<td>☐ WSF ☐ Title I ☑ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other: State General ☐ N/A</td>
<td>By August 2018, McKinley Campus will establish a partnership utilizing the Department of Labor WIOA grant by offering 30 students an opportunity to enroll in McKinley’s Workplace Literacy program. By August 2017, Kapiolani Community College will offer college credits courses at MCSA.</td>
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<tr>
<td>Desired Outcome</td>
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<td>Expand existing partnerships with the correctional facilities at Halawa, Oahu, Women’s, Kauai, Maui, and Hilo by 3% to prepare inmates with the basic skills necessary to complete the GED and or HiSET program while incarcerated. Also, the partnership will focus on preparing the lower skilled adults for success in post-secondary training or employment.</td>
<td>VP: Lance Jyo&lt;br&gt;Shelby Hamamoto, Registrar</td>
<td>☒ WSF&lt;br&gt;☐ Title I&lt;br&gt;☒ Title II&lt;br&gt;☐ Title III&lt;br&gt;☐ IDEA&lt;br&gt;☐ Homeless&lt;br&gt;☐ CTE&lt;br&gt;☒ Other: State General&lt;br&gt;☐ N/A</td>
<td>Utilize the Adult Basic Education program to prepare 80% of the lower skilled adults for success in education or employment after release from incarceration. This career pathways project will prepare the participants for the next level of education and employment. Increase the number of incarcerated individuals by 2% into the GED and HiSET preparation classes in the correctional facilities.</td>
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<tr>
<td>Utilize the HiSET, GED on-line program, and Essential Education to encourage students to complete the high school equivalency credential as well as the Workforce Development Diploma.</td>
<td></td>
<td>☒ WSF&lt;br&gt;☐ Title I&lt;br&gt;☒ Title II&lt;br&gt;☐ Title III&lt;br&gt;☐ IDEA&lt;br&gt;☐ Homeless&lt;br&gt;☐ CTE&lt;br&gt;☒ Other: State General&lt;br&gt;☐ N/A</td>
<td>100% of HiSET &amp; GED teachers will assess student performance on the assessment exams. Results of these assessments will be utilized to help teachers differentiate learning and curriculum development. 100% of CBCSDP teachers will use mandatory student tasks in the individual units to serve as formative assessments and allow students the ability to apply knowledge gained to complete tasks.</td>
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Refer to shared Google Drive (WASC McKinley CSA Accreditation 2020)
Folder 2 Appendix (Comprehensive Needs Assessment)
APPENDIX D
MCSA’s School Design

McKinley Community School for Adults
McKinley, Farrington, Moanalua, Maui, Lanai, Molokai & Kauai

School Design

Core Values
There is a definite sense of purpose and core values that unites all of us at MCSA. Honoring our school’s Vision and Mission drives the direction of our operation and allows for sound decisions regarding our organization including the standards for learning.

The core values and existing growth mindset is associated with excitement about learning, persistence, high levels of effort, and participation in class.

MCSA has adopted and incorporated in our planning, teaching and instructional delivery what students should learn and be able to do, with outcomes and expectations learners to demonstrate in their everyday learning experiences.

Student Products and Voice
MCSA students are encouraged to embrace learning with a positive growth mindset. This philosophy has students achieving at higher levels. Also, our student focused programs are designed to meet the needs of a diverse adult student population, that provides for student voice through classroom interaction, student works, teacher observation, national achievement scores, high school equivalency diploma data, and surveys.

Who Do We Serve
Community School for Adults is an education program serving adults and students 16 years of age and older. Core services include providing basic elementary, advanced elementary, secondary, and literacy education to adults in an effort to improve their personal well-being and employment opportunities, allowing them to contribute positively to the communities in which they live.

What types of Programs and services do we offer:

- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- English Literacy
- Workforce Development Diploma Program
- Hawaii Adult Community School Diploma Program (GED & HiSet)
- Corrections (Division of Public Safety) Education
- Digital Learning (DL) Programs
- Support to the Department of Education
- (Substitute Teacher & Praxis)
For Complete MCSA School Design Refer to shared Google Drive
(WASC McKinley CSA Accreditation 2020)
Folder 2 Appendix (Comprehensive Needs Assessment)
APPENDIX F

National Reporting System Report

Data can be found in Google Drive

WASC McKinley CSA Accreditation 2020

Evidence Folder E
# Professional Development Training Log

## MCSA Professional & Staff Development Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/7/17</td>
<td>Burlington English ELA Teacher Training 2</td>
<td>Moanalua Campus</td>
</tr>
<tr>
<td>7/10/17</td>
<td>LACES Data Base Training</td>
<td>Kauai Campus</td>
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<td>7/10/17</td>
<td>TABE Administering Training</td>
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<td>7/17/17</td>
<td>HiSET Implementation Training</td>
<td>McKinley Campus</td>
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<td>Burlington English ELA Teacher Work Session</td>
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<td>Burlington English ELA Teacher Training 3</td>
<td>Moanalua Campus</td>
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<td>Fall 2017 MCSA All Campus Waiver Day Mtg.</td>
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<td>9/12/17</td>
<td>Adult Ed. Intake Process Training with Moanalua High School Counselors</td>
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<td>9/20/17</td>
<td>Essential Education Training for Kauai Staff</td>
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<td>“It’s All About Data Training” for AE Administrators, Registrars and NRS Staff</td>
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<td>Cengage (Standout) Articulation Session for Administrators</td>
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<td>Carpenters Training Center Kapolei</td>
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<td>Hawaii Statewide Family Engagement Conference</td>
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<td>MCSA WASC Accreditation Waiver Day Mtg. (All Campuses)</td>
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<td>Essential Education 101 Webinar Training Session for New Staff</td>
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<td>ATIX Training for Administrators</td>
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<td>Stand Out Training-Rob Jenkins</td>
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<td>Essential Education Training-John Ballentine</td>
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<td>Burlington English Training-Amy G.</td>
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EVIDENCE

McKinley CSA Website: www.mcsahawaii.org
McKinley CSA Facebook: McKinley Community School for Adults - Home | Facebook
McKinley CSA Instagram: McKinley CSA (@mcsahawaii) • Instagram photos and videos

The MCSA Self Study and Appendix have been shared with the Visiting Committee using Google Drive. The Evidence folders are also stored in Google Drive and will be available via the computer located in the Visiting Committee’s room 207.

EVIDENCE FOLDERS

Evidence A: Partnerships (Meetings)
Evidence B: MCSA Organizational Chart
Evidence C: Workforce Development Diploma Program
Evidence D: MCSA Student & Hawaii Career Pathways
Evidence E: Reports (NRS, Center on the Family, Desk Monitoring, EMSI Economy Overview, Safety Committee Minutes)
Evidence F: AEFLA Grant Application and WIOA Hawaii Unified State Plan
Evidence G: Adult Ed Legislative Workgroup-Legislative report as required by SR118 & HR 105
Evidence H: Professional Development Activities
Evidence I: Memorandums of Understanding by Campus
Evidence J: Hawaii Revised Statutes & DOE Hawaii Administrative Rules
Evidence K: GED & HiSET
Evidence L: Student Work, Teacher Lesson Plans & Administrative Walk Thru
Evidence M: Graduations and Celebrations
Evidence N: Map of McKinley Campuses
Evidence O: Schedule of Classes (Campus Brochures)
Evidence A: Partnerships (Meetings)
   A1: Adult Ed Advisory Council Meetings
   A2: Partnerships by Campus
   A3: AEFLA Meetings
   A4: American Job Centers Hawaii
   A5: CP Hui/HiHopes Board Kauai
   A6: Governors’ Webinar International Adult Skills Survey PIAAC
   A7: GT Basic Skills ASVAB Prep
   A8: Hawaii P-20 Conference
   A9: HiSET Board of Directors’ Meetings
   A10: Honolulu Community Action Program HCAP District Council Board
   A11: Honolulu District Educational Leadership Institute
   A12: MCSA Waiver Day Meetings
   A14: WIOA Core and Mandatory Partners Oahu
   A15: Perkins V Work Group
   A16: Workforce Development Council

Evidence B: MCSA Organizational Chart

Evidence C: Workforce Development Diploma Program

Evidence D: MCSA Student & Hawaii Career Pathways

Evidence E: Reports (NRS, UH Center on the Family, Desk Monitoring, EMSI Economy Overview, Safety Committee Minutes)
   E1: UH Center on the Family Reports by Area
   E2: Desk & On-Site Monitoring Reports by Campus
   E3: Hawaii Annual Narrative Report
   E4: WiOA Statewide Performance Reports
   E5: EMSI Report by County Area
   E6: Censushawaii.gov
   E7: NRS Data

Evidence F: AEFLA Grant Application and WIOA Hawaii Unified State Plan

Evidence G: Adult Ed Legislative Workgroup-Legislative report as required by SR118 & HR 105
   G1: Lobby Legislature
   G2: Transition Counselor Positions

Evidence H: Professional Development Activities
H1: Cumulative MCSA PD Staff Development Training
H2: ELPs Training 11.9.18
H3: Farrington Campus
H4: McKinley Campus
H5: Data Training Adult Ed 12.6.18
H6: WASC Training
H7: Essential Education Training 2019-2020
H8: Get Started with Essential Ed Webinar

Evidence I: Memorandums of Understanding by Campus
I1: Kauai MOU’s
I2: Maui MOU’s
I3: Oahu MOU’s

Evidence J: Hawaii Revised Statutes & DOE Hawaii Administrative Rules

Evidence K: GED & HiSET

Evidence L: Student Work, Teacher Lesson Plans & Administrative Walk Thru
L1: Lesson Plans: Beckler, Chang D., Chang P., Haia, Yamasaki, Hirose, Knickmeier, Kyoya, Lee, Minolli, Okamitsu, Rokuta, Subramanian, Thanabadu,

Evidence M: Graduations and Celebrations
M1: Castle Performing Arts Learning Center
M2: GED Grad Les Miserable Performance
M3: Holomua Scholarship
M4: Maui Graduation
M5: Munni Subramanian ELA 6
M6: Perfect Attendance
M7: Women’s Correctional GED Graduation
M8: Youth Build Graduation

Evidence N: Map of McKinley Campuses

Evidence O: Schedule of Classes (Campus Brochures)
O1: Farrington
O2: Kauai
O3: Maui
O4: McKinley
O5: Moanalua