



Goodwill Industries of Hawai'i  
Career Pathways Program  
Contract #2898  
Evaluation Report  
May 2016



**EXECUTIVE SUMMARY**

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The Career Pathways Program (CPP) is a combination of Goodwill’s existing Job Connections Program and youth development services, aided by support services to successfully access and complete the General Education Diploma (GED) or post-secondary education/training using the program’s infrastructure to provide services for participants in Hawai‘i County.

The CPP is designed to meet each participant’s employment and career pathway needs, serving Native Hawaiians who are under-employed or displaced and at-risk high school students whose household income is at or below 300% of the applicable *Federal Poverty Guidelines* for the State.

The program activities include the following:

- Promote outreach services to individuals, community agencies, and partners;
- Provide individualized assessment and counseling for each participant to determine employment barriers, job training needs, and educational goals;
- Provide support for participants to the educational system and successfully completing educational milestones (e.g. GED, community college degree, vocational training);
- Provide pre-employment training, job coaching and follow-up job retention services;
- Provide life and social skills training;
- Provide job development services, job carving and employer relations; and
- Successfully place participants into full-time long-term employment.

The services were provided in the four following phases called milestones: (1) Outreach, Intake, Assessment, and Individual Service Plan (ISP); (2A) Take GED or Employment Preparation/Job Development; (2B.1) Community College/Training Course Enrollment;



(2B.2) Monthly Monitoring of Students Enrolled; (3) Job Placement; and (4) Job Monitoring.

### **Purpose of the Evaluation**

The purpose of this summative evaluation is to present quantitative and qualitative results. After this analysis, findings and recommendations are presented for consideration regarding how to better implement income-related programs in future grant periods. The evaluation will assist the Office of Hawaiian Affairs (OHA) in making decisions regarding the continuation and future development of this and similar programs relevant to OHA's 2010-2018 *Strategic Plan*. This evaluation discusses the results during the time period between July 1, 2013 and June 30, 2015.

### **Findings**

Based on the quarterly reports submitted throughout the contract period, participants gained employment in various industries and positions. There was no indication if a particular industry was being targeted for placement by the Grantee and/or the participant(s). In the future, if a discussion of industries and employers being identified as solid employment opportunities for participants is presented in narrative reports, OHA can gain a better understanding of what types of employment opportunities present unique interests for participants.

As discussed previously, community partnerships played a significant role in the delivery of services and examples of support provided by partnering agencies were presented. In the future, if narrative reports present more information about what services and tangible resources are provided by partnering agencies, OHA and Grantees will have more opportunities to plan and collaborate with other service providers to prevent a duplication of efforts or overlap in the use of any available resources.

While the program's documents show that the participants benefited from this program, in future contracts, having participant interviews or responses submitted with the narrative reports would provide an insight as to how the participant sees the benefits of the program impacting their quality of life moving forward.

The program participants were classified as being either tier 1 (hereinafter referred to as "T1") or tier 2 (hereinafter referred to as "T2") participants. The difference between the two tiers will be discussed further in the *milestone payment system* section ahead.

In FY14, the results showed a decrease in the wages of Tier 1 clients from \$10.50 at the beginning of the program to \$9.75 at the end of the program. After reviewing the quarterly



reports, there was no further discussion of the cause for the decrease. This information would have been beneficial to highlight any unusual circumstances that could be identified for future reference.

Additionally, the Grantee identified three issues encountered from FY14 and FY15 that hindered the progress of the program.

In the second quarter of FY14, their Employment Counselor vacated the position in mid-November and during the interim period of recruitment, the Immigrant Employment Counselor substituted. Therefore, any program enhancement strategies were not implemented at that time. The position was filled in the following quarter.

In the second quarter of FY15 there was a delay in payment of tuition to Hawai'i Community College and University of Hawai'i (UH) Hilo from the preceding quarter. The reason was that the program's point of contact at UH Hilo did not submit the invoices to Goodwill in a timely manner. When the invoices were submitted, they were missing required supporting documentation. As a result of this, Goodwill implemented a process with the UH Hilo business office where the student's account is immediately credited the appropriate amount and Goodwill invoices at a later date. This process ensures that the participant receives their tuition support before the school processes the invoices, as well as resolves the issue of mistakes on invoices affecting the student's account.

Throughout the third quarter of FY15, Goodwill experienced difficulties with current employers returning the employment verification forms in a timely manner. In several cases, the employers forgot to return the form or did not fill out the form completely. Goodwill reports that despite phone calls, faxes, and visits, some of the forms are still outstanding.

### **Recommendations**

1. Identify which employers and industries are being approached to support program participants. By doing so, the Grantee's program staff and OHA can gain an understanding of which industries are commonly being selected by participants to pursue employment in.
2. Identify which community agency partnerships exist, what types of resources are utilized, and what types of activities are offered so that an insight of what outside resources and services exist that could be utilized for future program enhancement.
3. Submit interview reports with program participants as part of the quarterly reporting. This may provide a first-hand participant experience, which could provide insight into their personal satisfaction and experiences with the program.



**GOODWILL INDUSTRIES OF HAWAI'I CAREER PATHWAYS PROGRAM  
CONTRACT #2898  
PROGRAM EVALUATION  
INTRODUCTION**

**Program history**

The Career Pathways Program (CPP) is a combination of Goodwill's existing Job Connections Program and youth development services, aided by support services to successfully access and complete the General Education Diploma (GED) or post-secondary education/training using the program's infrastructure to provide services for participants in Hawai'i County.

The CPP is designed to meet each participant's employment and career pathway needs by serving Native Hawaiians who are under-employed or displaced and at-risk high school students whose household is at or below 300% of the applicable Federal Poverty Guidelines for the State.

**Relevance to OHA's Strategic Plan**

Pursuant to OHA's 2010-2018 *Strategic Plan*, this program addresses the strategic priority of *Ho'okahua Waiwai* (economic self-sufficiency). The priority is defined by having choices and a sustainable future where Native Hawaiians will progress towards greater economic self-sufficiency. Success in meeting this priority is measured by Native Hawaiian median family income equaling 92% or greater than the Statewide median family income by 2018.

**Program activities**

The program activities discussed here are stated in the CPP program proposal.

The purpose of the CPP is to provide specialized employment, training, and educational support services to improve educational achievement and long-term job placement outcomes for participants. The program activities include the following:

- Promote outreach services to individuals, community agencies, and partners;
- Provide individualized assessment and counseling to each participant to determine employment barriers, job training needs, and educational goals;
- Provide support for accessing the educational system and successfully completing educational milestones (e.g. GED, community college degree, vocational training);
- Provide pre-employment training, job coaching and follow-up job retention services;



- Provide life and social skills training;
- Provide job development services, job carving and employer relations; and
- Successfully place participants into full-time long-term employment.

*Appendix A. Program Service Delivery Model* provides an outline of the services provided in four phases called milestones. The activities of the individual milestones will be discussed further as stated in the program proposal.

**Outreach, intake, assessment and Individual Service Plan (Milestone 1).** During the outreach phase, the program is promoted through recruitment and community outreach activities, to target underemployed Native Hawaiians, displaced workers, and students academically under-prepared to achieve post-secondary education. Program staff schedules visits, conducts informational meetings, and makes phone contact with potential referring organizations.

Appointments are scheduled for qualified applicants and the eligibility screening process is completed during the appointment. Documentation confirming that the applicant's income is below 300% of the *Federal Poverty Guideline* is collected and the program's *Income Eligibility Statement* is signed by the applicant. The program staff confirms the applicant's Native Hawaiian ancestry by collecting verification documentation and the applicant signs the program's *Ancestry Eligibility Statement*.

During the intake and assessment phase, the program staff also provides an orientation of the program to the participant. This phase is designed to provide a timely and accurate portrait of the participant's strengths, interests, and limitations in relation to their employment and education, overall career pathway, and goals. This is achieved by completing a series of tests that are used to determine the participant's education/training endeavors and which types of employment are most suitable for the individual.

The ISP identifies training, education, life skills, and other relevant needs to help the participant obtain employment and further their desired career path and long-term goals. As the ISP is developed, participants establish a relationship with the program and the staff and. A detailed ISP is created to outline goals and strategies used to identify and overcome employment barriers that present themselves during the intake and assessment segment. ISPs are reviewed and revised periodically so that services remain flexible, focused, and relevant to ensure participant satisfaction with program services. Once the ISP is complete, program staff continues to work with participants and other service providers in order to obtain appropriate support services and develop plans to overcome employment barriers. The staff monitors the participant's activities to track progression towards meeting their goals, while



monitoring compliance with the program's requirements.

**Take GED or Employment Preparation/Job Development (Milestone 2.A).** The activities in this segment achieve educational and skills attainment to assist participants in gaining and maintaining employment. The program also operates as a resource-learning center where participants may access services individually, or through scheduled group sessions. A combination of classes, workshops, and individual assistance is provided to assist participants in accessing the educational system and obtaining employment. Two options are available: preparing the participant to successfully complete the GED tests, or providing pre-employment training to help the participant to gain the skills needed to obtain adequate employment. Employment preparation, whether offered in class or individual sessions, supports each individual's career goals and relates directly to their ISP.

In the GED-focused option, work is done to ensure that participants who require a 10<sup>th</sup> grade competence level are connected to resources to help them reach that goal. Participants may utilize the academic support software, *Workforce Connects*, which is made available on-site at Goodwill's employment services locations. *Workforce Connects* is an academic and workforce development online system that encompasses interactive educational and career-building activities. Alternatively, participants may enroll in a GED preparation class through a Community School for Adults (CSA) or use a preparation book to prepare for the GED, all while working with a Goodwill Counselor to design a timeline for completion. The program staff works with the participant to prepare for their GED test and once ready, the staff assists the participant in registering for the exam.

Employment services in this phase include job readiness sessions, coaching, supervision, training, job development, job placement, and group and individual meetings. Goodwill offers group pre-employment preparation sessions that takes place over a total of 20 hours. The curriculum includes specific and observable learning objectives, interactive teaching and learning activities, and pre-and post-assessment tests for each module. The curriculum includes the following five subject areas: Career Skills Training; Life Management Skills Training; Behavior Skills Training; Interpersonal Skills Training; and Basic Skills Training. Depending on the individual participant's needs, one-on-one employment preparation meetings are offered as a supplement to the courses. These meetings cover job-seeking skills and training, with the frequency of meetings being flexible according to the individual's needs and goals.

The job-developing efforts help in locating targeted work experience for program participants as identified in their ISP so they build the skills necessary to achieve their identified



long-term career goals. In addition, staff works to find job openings that provide opportunities for participants to advance at the companies in which they are placed. Individuals who have no previous work experience, low skill levels, or inadequate work history begin here by building a foundation for future advancement. In addition to maintaining relationships with existing employers, the program staff works to recruit new employers for the program by maintaining and updating a listing of potential new employers who can engage in job development activities individually tailored to the current participants enrolled in the program.

Referrals to various support services for both the participant and their family are made as needed and recorded in the case file. Goodwill's Employment Services programs have developed collaborative relationships with local community partners to assist participants in obtaining the necessary support to ensure successful employment such as acquiring bus passes, clothing vouchers, subsidized training, or assistance with union employment registration. These referrals are made to support participants in achieving their employment goals.

**Community College/Training Course Enrollment (Milestone 2.B.1 and 2.B.2).** For participants who have identified the pursuit of education/training as part of their goals, this milestone facilitates the achievement of post-secondary education/training to obtain employment by engaging in educational/workforce development opportunities. Partnerships with, vocational schools, community colleges, or internship programs provide the knowledge and skills needed to successfully enter the middle skills workforce. Opportunities are identified with parallel local labor market needs. The career pathways include the following: arts and communication; business; health services; natural resources; industrial and engineering technology; and public and human services.

Program staff supports participants in identifying training opportunities, obtaining financial aid for education, consolidating defaulted student loans, and completing the community college or training/certificate program's application process. To address the financial barriers that impede success in completing the necessary education and training, this milestone provides education scholarship funding, paying the scholarship funds directly to the college/educational program. The amount of the scholarship is up to \$5,000 per participant for up to two years.

Participants of milestone 2B.1 are concurrently serviced as part of milestone 2B.2, Monthly Monitoring of Students Enrolled, where participant monitoring by the program staff takes place.



**Job Placement (Milestone 3).** Program staff assist participants in implementing individualized job search plans and to refine strategies and options for locating full-time employment. During this phase, participants are provided different job leads to maximize job matching success. Once a participant is placed into employment, staff provides follow-up and post-employment services to help participants successfully maintain current employment while looking for opportunities for advancement either working for their current employer or by leveraging their current position. This initial job placement allows participants to develop the skills and experiences necessary for career development.

Program staff and participants schedule one-on-one appointments during this period to practice interviewing skills, update resumes and cover letters, conduct telephone and on-site mock interviews, role-playing networking skills, and engage in job searching. Participants are also encouraged to use the CPP's office hours to access computer and online resources where they can practice basic skills such as keyboarding, or improve computer literacy.

**Job Support (Milestone 4).** The CPP believes that job support and post-employment services are essential to the participant's long-term success on the job as they adjust to managing new responsibilities and balancing work with family responsibilities. Staff is available to provide follow-up and support services to individuals who need more intensive support to successfully maintain their employment.

During the initial period of employment (the first 90 to 135 days) the program staff maintains contact with participants, assisting them with appropriate referrals and offering counsel and support as needed to facilitate the adjustment and effective functioning at work. Program staff addresses issues as they arise and services can be provided on and/or off-site based on the needs and preferences of the participants and the employers. For participants with poor work histories, this period provides an opportunity for a new start. If a participant enters into the program with employment, then staff will work with the participant to increase their status within the current position regarding wage and hours worked.

#### **Program budget**

Pursuant to the executed contract, the total grant award for the program totaled \$300,000 with \$180,000 being awarded for FY14 and \$120,000 being awarded for FY15.

**Milestone payment system.** Payments to the Grantee were based on a milestone system that classified participants in the two tiers. The milestones correspond to the previously discussed program activities. The difference between tier two and tier one is that clients in tier



two require more specialized services and therefore higher fees are paid to the Grantee. To be designated as a tier two participant, the participant must meet two of the following criteria:

- During the last five years, had health issues which interrupted ability to obtain or sustain employment (independent verification needed, i.e. doctor’s certificate verifying health condition);
- During the last five years, had mental issues which interrupted ability to obtain or sustain employment (independent verification needed, i.e., doctor’s certificate verifying mental condition);
- During the last five years, was arrested on serious criminal charges;
- Has a physical disability (with the exception of obvious physical impairments (such as being legally blind, (independent verification needed, i.e. doctor’s certificate verifying condition));
- Has a documented history of alcohol and/or substance abuse which resulted in a loss of employment;
- Currently homeless at the time of intake, not residing in a house or apartment, these participants are automatically designated as being a tier two participant and are not required to meet other criteria.

**Program goals**

The following quantitative goals are measured by the use of performance measures that were stated in the contract’s *Performance Output and Outcome Measurements Table* (Table 2). Additional performance measures were included specifically for this program (Table 1).

**Table 1. Performance and outcome measurements table additions with proposed number of clients**

	FY14 Clients		FY15 Clients	
	Tier 1	Tier 2	Tier 1	Tier 2
<b>OUTCOMES</b>				
Number of individual (sic) obtained employment	20	2	9	4
Number of student completers placed in employment who increased their wage/salary after education training completion. Jobs by:				
GED completer	(a) 9	1	3	2
2-year associate degree or accelerated training	(b) 0	0	4	2
4-year degree or others	(c) 0	0	0	0

Note: <sup>a</sup>No definitive wage amount was selected by either the Grants Division or the Grantee.



**Table 2. Performance and outcome measurements table with proposed number of clients**

	FY14 Clients		FY15 Clients	
	Tier 1	Tier 2	Tier 1	Tier 2
<b>OUTPUTS</b>				
Number of individuals assessed for career pathway services	26	8	13	4
Prior wage of each client <sup>a</sup>	-- <sup>a</sup>	--	--	--
Number of individuals enrolled in attaining 4-year degrees at Universities	2	0	1	0
Number of individuals enrolled in attaining 2-year degrees at Community Colleges or Universities	7	3	4	2
Number of individuals enrolled in attaining short-term (up to less than 2 years) training certificates at Community Colleges or other educational institutions	9	4	6	2
Number of individuals enrolled in General Educational Development (GED) classes to prepare for GED tests	13	2	5	3
Number of individuals entered Employment Preparation/Job Readiness Training	13	2	5	3
Number of individuals referred to scholarship programs	18	8	11	5
Number of individuals referred to other programs	24	7	11	4
<b>OUTCOMES</b>				
Number of individuals completed Individual Service Plans	21	4	9	2
Number of individuals successfully attending classes every month in pursuing 2-year degrees or short-term training certificates	14	6	8	3
Number of individuals completed 2-year degree	0	0	5	2
Number of individuals earned short-term certificate or training credentials	8	3	5	1
Number of individuals earned GED certificate	11	1	4	2
Number of individuals completed Employment Preparation/Readiness Program	11	1	4	2
Number of GED completers placed in employment who increased their wage/salary after education/training completion	9	1	3	2
Number of 2-yr degree completers placed in employment who increased their wage/salary after education/training completion	0	0	4	2
Number of 4-yr degree completers placed in employment who increased their wage/salary after education/training completion	N/A	N/A	N/A	N/A
Post wage of client close-out (hourly)	\$14.65	\$14	\$14.65	\$14
Number of individuals maintained employment for at least 90 days	9	2	20	4



The program participants were classified as being either tier 1 (hereinafter referred to as “T1”) or tier 2 (hereinafter referred to as “T2”) participants. The difference between the two tiers will be discussed further in the *milestone payment system* section ahead.

### **Program staffing**

The program organization consists of a 0.25 full-time equivalent (FTE) Program Coordinator, a 1.0 FTE Employment Counselor, and an Administrative Assistant that is contributed through its 20% match. The Program Coordinator is responsible for overseeing the day-to-day operations of the program by implementing the program goals and objectives, supervising staff, and coordinating partnerships. The Employment Counselor is responsible for program outreach, intake and assessment, case management, ISP development, acculturation and life skills development, job development, GED or other educational goal attainment, job placement, job retention, referrals for support services. The Employment Counselor is also responsible for coordinating periodic meetings between the participants and staff, employers, education representatives, and community partners to ensure that participants are progressing towards reaching their goals. The Administrative Assistant is responsible for maintaining and updating official records, coordinating the tracking of verifications needed to document milestone achievements, and scheduling appointments for intake, and/or case management services, and disposition of program correspondence.

### **PURPOSE OF THE EVALUATION**

The purpose of this evaluation is to present the performance of the program by discussing the quantitative and qualitative results. The qualitative analysis will compare the actual performance results to the proposed performance measures, and qualitative analysis will include the review of program documents to gain an understanding of how the program activities benefited program participants. After presenting the quantitative and qualitative results, findings and recommendations will be presented for consideration regarding how to better implement income-related programs in future grant periods. The evaluation will assist OHA in making decisions regarding the continuation and future income-related programs.

### **Scope of the evaluation**

This is a summative evaluation of the CPP. This evaluation discusses the achievement of the quantitative measures and impact on beneficiaries during the time period between July 1, 2013 and June 30, 2015.



## METHODOLOGY

The basis for this evaluation is built on all information collected from program documents including the grant solicitation, program proposal, service contract, quarterly *Grant Assessment*, the Grant Monitor's *On-Site Monitoring Report*, contract budget, and milestone achievement forms. The program activities and goals were stipulated in various areas of the contract including the scope of services and in the program proposal.

### Data collection and analysis

As previously stated, both quantitative and qualitative data were collected from the program's reports. In the quarterly reports, the CPP answered questions regarding key activities completed, identified any issues or challenges impacting project implementation, budget expenditures, and progress towards achieving the performance measures.

A quantitative analysis was conducted to compare the actual performance measures achieved to the proposed performance measures. A review of the program's activities was then completed to gain an understanding of how the program was structured and implemented and to identify any pitfalls in the program.

## PROGRAM RESULTS

The following *Quantitative Results* section presents the quantitative results reported in FY14 and FY15, and the *Qualitative Results* section further ahead discusses the additional activities incorporated in the program.

### Quantitative results

Program results were reported by Goodwill and received by the Grant Monitor. Table 3 below compares the proposed goals as submitted in the contract with the actual results. In instances where a performance target or result was zero, but a result was achieved, the percentage is reported in excess of one hundred percent.



Table 3. CPP performance results FY14

OUTPUTS	Actual/Proposed	
	T1	T2
Number of individuals assessed for career pathway services	30/26 (115%)	1/8 (12.5%)
Prior wage of each client <sup>a</sup>	\$10.50/0 (N/A)	0/0 (0%)
Number of individuals enrolled in attaining 4-year degrees at Universities	6/2 (300%)	0/0 (0%)
Number of individuals enrolled in attaining 2-year degrees at Community Colleges or Universities	13/7 (186%)	0/3 (0%)
Number of individuals enrolled in attaining short-term (up to less than 2 years) training certificates at Community Colleges or other educational institutions	8/9 (89%)	0/4 (0%)
Number of individuals enrolled in General Educational Development (GED) classes to prepare for GED tests	0/13 (0%)	0/2 (0%)
Number of individuals entered Employment Preparation/Job Readiness Training	15/13 (115%)	1/2 (50%)
Number of individuals referred to scholarship programs	0/18 (0%)	0/8 (0%)
Number of individuals referred to other programs	1/24 (4%)	0/7 (0%)
<b>OUTCOMES</b>		
Number of individuals completed Individual Service Plans	30/21 (143%)	1/4 (25%)
Number of individuals successfully attending classes every month in pursuing 2-year degrees or short-term training certificates	15/14 (107%)	0/6 (0%)
Number of individuals completed 2-year degree	0/0 (0%)	0/0 (0%)
Number of individuals earned short-term certificate or training credentials	6/8 (75%)	0/3 (0%)
Number of individuals earned GED certificate	0/11 (0%)	0/1 (0%)
Number of individuals completed Employment Preparation/Job Readiness Training	15/11 (136%)	1/1 (100%)
Number of individuals obtained employment	3/20 (15%)	0/2 (0%)
Number of student completers placed in employment who increased their wage/salary after education/training completion. Jobs by:	(a) 0/9 (0%)	(a) 0/1 (0%)
(a) GED completer	(b) 2/0 (200%)	(b) 0/0 (0%)
(b) 2-year associate degree of accelerated training	(c) 0/0 (0%)	(c) 0/0 (0%)
(c) 4-year degree or others		
Number of individuals maintained employment for at least 90 days	1/9 (11%)	0/2 (0%)
Post wage of client at close out <sup>b</sup>	\$9.75/ \$14.65	0/ \$14.00

Note: <sup>a</sup>No definitive wage amount was selected by either the Grants Division or the Grantee. <sup>b</sup>The T2 actual result was not reported.



Table 4. CPP performance results FY15

OUTPUTS	Actual/Proposed	
	T1	T2
Number of individuals assessed for career pathway services	50/13 (385%)	2/4 (50%)
Prior wage of each client <sup>a</sup>	\$10.50/0 (N/A)	0/0 (0%)
Number of individuals enrolled in attaining 4-year degrees at Universities	10/1 (1,000%)	0/0 (0%)
Number of individuals enrolled in attaining 2-year degrees at Community Colleges or Universities	12/4 (300%)	0/2 (0%)
Number of individuals enrolled in attaining short-term (up to less than 2 years) training certificates at Community Colleges or other educational institutions	48/6 (800%)	0/2 (0%)
Number of individuals enrolled in General Educational Development (GED) classes to prepare for GED tests	0/5 (0%)	0/3 (0%)
Number of individuals entered Employment Preparation/Job Readiness Training	41/5 (820%)	0/3 (0%)
Number of individuals referred to scholarship programs	14/11 (127%)	0/5 (0%)
Number of individuals referred to other programs	2/11 (18%)	0/4 (0%)
<b>OUTCOMES</b>		
Number of individuals completed Individual Service Plans	50/9 (556%)	2/2 (100%)
Number of individuals successfully attending classes every month in pursuing 2-year degrees or short-term training certificates	60/8 (750%)	0/3 (0%)
Number of individuals completed 2-year degree	6/5 (120%)	0/2 (0%)
Number of individuals earned short-term certificate or training credentials	32/5 (640%)	0/1 (0%)
Number of individuals earned GED certificate	0/4 (0%)	0/2 (0%)
Number of individuals completed Employment Preparation/Job Readiness Training	39/4 (975%)	0/2 (0%)
Number of individual obtained employment	17/9 (189%)	0/4 (0%)
Number of student completers placed in employment who increased their wage/salary after education/training completion. Jobs by:	(a) 0/3 (0%)	(a) 0/2 (0%)
(a) GED completer	(b) 6/4 (150%)	(b) 0/2 (0%)
(b) 2-year associate degree of accelerated training	(c) 0/0 (0%)	(c) 0/0 (0%)
(c) 4-year degree or others		
Number of individuals maintained employment for at least 90 days	11/20 (55%)	0/4 (0%)
Post wage of client at close out <sup>b</sup>	\$14.71 /\$14.00	0/ \$14.00

Note: <sup>a</sup>No definitive wage amount was selected by either the Grants Division or the Grantee. <sup>b</sup>The T2 actual result was not reported.



The results in FY14 show the following trends:

- The T1 participant category that was enrolled in academic programs was highest in all academic program levels excluding GED.
- There was no participation in the GED component of the program.
- More participants were enrolled in academic programs as opposed to Employment Preparation/Job Readiness Training. However, on a percentage basis, more participants completed Employment Preparation/Job Readiness Training.
- The prior wage of each T1 client decreased from \$10.50 per hour at the beginning of the program to \$9.75 at the end of the program.

In FY15, the majority of performance measures were lower than in FY14. However, some measures for T2 participants were raised- participants earning a GED certificate, completing Employment Training/Readiness Program, and placed in employment which increased their wages after completing education/training. T1 participants had no GED participation, and instead participants were enrolled in academic programs.

In FY15 more individuals were assessed than in FY14 and there was a continued increase in enrollment into academic programs excluding 2-year degrees. Because of the increase in enrollment for academic programs, there was a decrease in enrollment in employment preparation/job readiness training. While there was minimal completion of academic programs in FY14, completion demonstrated in FY15, excluding GED.

#### **Qualitative results**

During the contract period, the CPP achieved results that were separate from those that were quantitatively measured. These activities were identified in the quarterly progress reports.

**Enhancement activities.** For the program to garner more attention and enrollment, a recruitment drive was held at Hawai'i Community College in the second quarter of FY14. While the program maintained its course of activities through most of FY14, in the fourth quarter of FY14 and continuing through FY15, the focus of the program shifted towards conducting outreach targeting individuals that were interested in attaining their GED and short-term training programs and/or increasing job development and placement for current participants.

**Partnerships.** Establishing and maintaining partnerships was essential to maintaining the



program's activities due to the funneling of prospective participants into the program. The first partnership that was established in the first quarter of the program was with Hawai'i Community College where a recruitment drive was held and the College's counselors helped to identify individuals that were motivated to complete their education but had difficulty in paying for their tuition. As the program progressed, beginning in the fourth quarter of FY14, partnerships were established with local training programs. The first and second quarters of FY15 focused on maintaining relationships with the local training programs. In the third quarter of FY15, partnerships with community agencies such as Alu Like were incorporated to help cover the cost of books and licenses not covered by the CPP. In the fourth quarter of FY15, a new partnership was formed with the Mid-Pacific Medical Training Institute to give participants with scheduling difficulties the opportunity to pursue training to become a Certified Nursing Assistant (CNA).

#### FINDINGS

Based on the quarterly reports submitted throughout the contract period, participants gained employment in various industries and positions. There was no indication if a particular industry was being targeted for placement by the Grantee and/or the participant(s). In the future, if a discussion of industries and employers being identified as solid employment opportunities for participants is presented in narrative reports, OHA can gain a better understanding of what types of employment opportunities present unique interests for participants.

As discussed previously, community partnerships played a significant role in the delivery of services and examples of support provided by partnering agencies were presented. In the future, if narrative reports present more information about what services and tangible resources are provided by partnering agencies, OHA and Grantees will have more opportunities to plan and collaborate with other service providers to prevent a duplication of efforts or overlap in the use of any available resources.

While the program's documents show that the participants benefited from this program, in future contracts, having participant interviews or responses submitted with the narrative reports would provide an insight as to how the participant sees the benefits of the program impacting their quality of life moving forward.

In FY14, there results showed a decrease in the wages of T1 clients from \$10.50 at the beginning of the program to \$9.75 at the end of the program. After reviewing the quarterly



reports, there was no further discussion of the cause for the decrease. This information would have been beneficial to highlight any unusual circumstances that could be identified for future reference.

Additionally, the Grantee identified three issues encountered from FY14 and FY15 that hindered the progress of the program.

In the second quarter of FY14, their Employment Counselor vacated the position in mid-November and during the interim period of recruitment, the Immigrant Employment Counselor substituted. Therefore, any program enhancement strategies were not implemented at that time. The position was ultimately filled in the following quarter.

In the second quarter of FY15 there was a delay in payment of tuition to Hawai'i Community College and UH Hilo from the preceding quarter. The cause of that issue was that the program's point of contact at UH Hilo did not submit the invoices to Goodwill in a timely manner. When the invoices were submitted, they were missing required supporting documentation. As a result of this, Goodwill implemented a process with the UH Hilo business office where the student's account is immediately credited the appropriate amount and Goodwill invoices at a later date. This process ensures that the participant receives their tuition support before the school processes the invoices, as well as the issue of mistakes on invoices affecting the student's account.

Throughout the third quarter of FY15, Goodwill has experienced difficulties with current employers returning the employment verification forms in a timely manner. In several cases, the employers forgot to return the form or did not fill out the form completely. Goodwill reports that despite phone calls, faxes, and visits, some of the forms are still outstanding.

In the *Grant Closeout Report* submitted at the end of the contract period, the Grantee reported two reasons for not achieving the measure of individuals being placed in employment/maintaining employment for at least 90 days. First, the program enrolled participants pursuing 2-year degrees at the beginning of the contract period, and because it would take two years to complete this academic step, participants were not necessarily looking for employment at that time. Second, limited job and transportation opportunities existed for participants due to Hilo's rural geography.



## RECOMMENDATIONS

- Identify which employers and industries are being approached to support program participants. By doing so, the Grantee's program staff and OHA can gain an understanding of which industries are commonly being selected by participants to pursue employment in.
- Identify which community agency partnerships exist, what types of resources are utilized, and what types of activities are offered so that an insight of what outside resources and services exist that could be utilized for future program enhancement.
- Submit interview reports with program participants as part of the quarterly reporting. This may provide a first-hand participant experience, which could provide insight into their personal satisfaction and experiences with the program.



APPENDIX



APPENDIX A. PROGRAM SERVICE DELIVERY MODEL

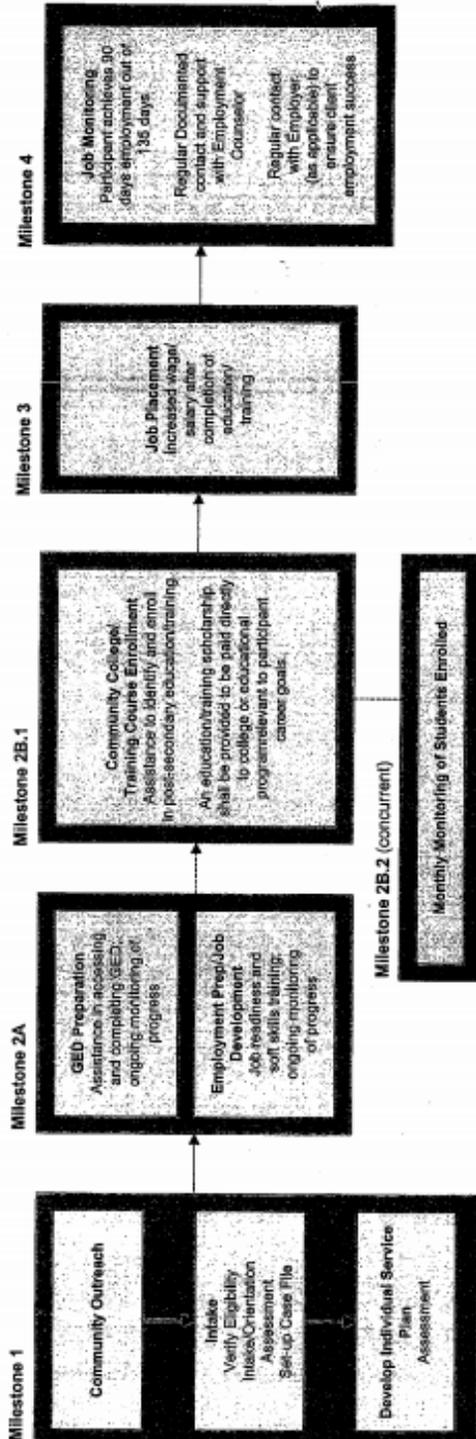
**Goodwill's Employment Core and Career Support Services Program Service Delivery Model**



**PRE-EMPLOYMENT**

**Program Eligibility Requirements:**  
Income at or below 300% of Federal Poverty Guidelines for Hawaii,  
Documentation of Native Hawaiian Ancestry

**Job Advancement/ Employment**



**Available Referral Program Services**  
Medical/Dental Assistance, Clothing, Household Goods/Tools, Transportation, Housing, Professional Counseling