



Goodwill Industries of Hawai‘i, Inc.

Career Pathway Program

Evaluation Report
October 2019



EXECUTIVE SUMMARY

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Project Summary

Goodwill Industries of Hawai'i (Goodwill), with a philosophy of community service through the power of work, received a two-year, \$443,100 grant as part of the Office of Hawaiian Affairs' (OHA) Community Grants program for fiscal years 2016 and 2017. Concentrating on OHA's strategic result of increasing economic self-sufficiency by increasing Native Hawaiian median family income to 92% or greater than the statewide median family income, Goodwill was contracted to help improve Native Hawaiians' ability to obtain higher-wage employment for a sustainable future. Through its Career Pathway Program, Goodwill focused its efforts on providing job preparedness training, high school equivalency classes, financial literacy education, funding for community college and vocational courses, along with job placement and support services to Native Hawaiians in the Hilo, Hawai'i area.

Purpose of the Evaluation

The purpose of this summative evaluation is to examine Goodwill's Career Pathway Program to determine its effectiveness during the fiscal years 2016 and 2017 grant award period. After analysis of quantitative and qualitative information, findings and recommendations are presented for consideration regarding program achievements and how to better implement economic self-sufficiency for future grant solicitations. Additionally, this evaluation will assist OHA in making future decisions regarding this and similar programs in the strategic priority area of economic self-sufficiency with a focus on increasing family income.

Findings

Overall, Goodwill fell short in achieving most of their performance measures, only fully accomplishing three of the 15 outputs and outcomes detailed in the Performance Measure Table. They were successful in hitting 100% of their target for the number of Native Hawaiians enrolled in services. Vocational enrollment and completion of training exceeded their goals by 16% and 23% respectively. All other performance goals, such as job preparation training, high school equivalency classes, financial literacy education, along with job placement and support services were 63% or below the stated targets.

Recommendations

Below are highlighted recommendations with the full list displayed within the report.

1. Continue to concentrate on vocational training. Focusing on participant skills for highly sought-after middle-skilled careers was successful in establishing employment opportunities in the pursuit of raising Native Hawaiian household income levels.
2. Employ a grant software system to manage grants more efficiently and effectively, supporting OHA staff and grantees.
3. Collect and track baseline measures throughout the grant cycle to better illustrate the value of the program.
4. Focus on providing post-secondary scholarship options that are not delivered through a two-year grant award, instead of high school equivalency courses which were not needed.



BACKGROUND

The Office of Hawaiian Affairs (OHA), mandated by Hawai‘i Revised Statutes Chapter 10 to better the conditions of Native Hawaiians, is focused on perpetuating the culture, enhancing well-being, and protecting entitlements for Native Hawaiians. To help meet the needs of the Native Hawaiian community, OHA partners with non-profit organizations whose programs, projects and initiatives align with OHA’s strategic priorities which include: Mo‘omeheu (culture), ‘Āina (land and water), Ea (governance), Ho‘okahua Waiwai (economic self-sufficiency), Ho‘ona‘auao (education), and Maui Ola (health). Throughout its 2010-2018 strategic plan, OHA has awarded over \$120 million to better the conditions of Native Hawaiians (Office of Hawaiian Affairs, 2019).

Through its Community Grant Program, OHA solicits applications every two years for its multi-year programmatic grants to fund non-profit organizations that directly impact Native Hawaiians in alignment with OHA’s strategic plan. Grant applications are checked to ensure minimum qualifications are met, then reviewed, scored and recommended to OHA’s Board of Trustees (BOT). The BOT is the final approval authority for selecting grantees and the amount awarded to each. With a Community Grant Program budget of \$3 million per year for fiscal years 2016 and 2017 (FYs16 and 17), OHA awarded various grants, endeavoring to better the lives of Native Hawaiians through improving health, advancing educational standards, increasing economic self-sufficiency, providing stewardship of Hawaiian lands, and perpetuating the Native Hawaiian culture.

Goodwill Industries of Hawai‘i, Inc.

Founded in 1902 by Reverend Edgar J. Helms, Goodwill Industries’ philosophy is community service through the power of work. Goodwill Industries of Hawai‘i (Goodwill) was established in 1959 with a mission of helping “people with employment barriers to reach their full potential and become self-sufficient” (Goodwill Hawai‘i, 2015). A nationally accredited human service provider, servicing thousands of Hawai‘i residents for the past 55 years, Goodwill offers trainings, educational opportunities, career development and employment support in an effort to eliminate employment barriers. As a 501 (c) (3) non-profit organization, Goodwill serves a variety of disadvantaged individuals including those dependent on public assistance, individuals re-entering the workforce, adults with disabilities, at-risk youth, people entering the workforce post-incarceration, and others needing assistance to gain successful employment. According to Goodwill’s grant application, Goodwill has served 13,930 Native Hawaiians since 2007, with 4,200 placed into employment.

History with OHA

Since 2010, Goodwill has been awarded nine OHA grants, eight programmatic grant awards and one ‘Ahahui event grant, with funding totaling over \$2 million. Grants focused on economic self-sufficiency and education.



Table 1
OHA Awarded Goodwill Grants Since 2010

Year(s)	Amount	Grant Type	Strategic Result	Program Information	Island
2018-2019	\$720,000.00	Programmatic	Economic Self-Sufficiency	Provide education, training and career support services.	Hawai'i Kaua'i O'ahu
2017	\$3,600.00	'Ahahui	Economic Self-Sufficiency	Earned Income Tax Credit and Volunteer Income Tax Assistance Awareness Day.	O'ahu
2016-2017	\$443,100.00	Programmatic	Economic Self-Sufficiency	Improve Native Hawaiians' ability to obtain higher-wage employment, thereby increasing their economic self-sufficiency.	Hawai'i
2014-2015	\$250,000.00	Programmatic	Education	Provide tutoring and math/reading remediation.	Hawai'i
2014-2015	\$300,000.00	Programmatic	Economic Self-Sufficiency	Provide employment and career pathway services, General Education Development (GED) tests, pre-employment training and job development support.	Hawai'i
2013	\$150,000.00	Programmatic	Economic Self-Sufficiency	Prepare and assist unemployed or underemployed low-income persons to obtain and maintain employment.	O'ahu
2013	\$150,000.00	Programmatic	Economic Self-Sufficiency	Prepare and assist unemployed or underemployed low-income persons to obtain and maintain employment.	Hawai'i
2013	\$125,000.00	Programmatic	Education	Improve academic performance of Native Hawaiian middle and high school students.	Hawai'i
2012	\$50,000.00	Programmatic	Economic Self-Sufficiency	Provide job training and placement services to Native Hawaiians within the prison system.	Hawai'i O'ahu
TOTAL	\$2,191,700.00				

PROJECT SUMMARY

In 2010, Hawai'i's statewide median family income (MFI) was \$76,134 as compared to Native Hawaiian MFI which was \$67,682, a mere 88.9% of the state's MFI (Hostetter, 2014). With a goal of closing the gap and having Native Hawaiian MFI be 92% or greater than the statewide levels by 2018, Goodwill received one of three FYs16 and 17 OHA income grants awarded to improve Native Hawaiians' ability to obtain higher-wage employment, thereby increasing their economic self-sufficiency.



Servicing Native Hawaiians in Hilo, Hawai'i, the Career Pathway Program focuses on achieving employment and financial self-sufficiency for low and moderate income, un/underemployed or displaced Native Hawaiians. Goodwill's Career Pathway Program aligned with OHA's strategic result of increasing family income by offering job preparedness training, high school equivalency classes, financial literacy education, funding for community college and vocational courses, along with job placement and support services. These activities build and diversify an individual's skillset, furthers their knowledge, and helps achieve certifications/degrees, increasing one's ability to advance in a career path and obtain higher-paying jobs.

The Career Pathway Program essentially provides a "path" to guide clients towards achieving economic self-sufficiency. With the goal to eliminate common employment barriers such as poor communication, interpersonal relations, or basic life and academic skills, Goodwill identifies challenges and provides approaches to address them. Starting with intake and assessment, the Career Pathway Program develops an Individual Service Plan (ISP) for each client that outlines their unique career, educational and personal goals. The program then offers tailored pre-employment preparation, educational opportunities and financial literacy classes provided through individual, group or hybrid trainings.

Based on the nationally acclaimed Goodwill Works Curriculum by Goodwill Industries International Inc. (GII) (2010), job development trainings include resume preparation, interview techniques, communication and social interaction, job searches, application submissions, and job retention training. Building on their client's current job abilities, Goodwill Works aims to achieve long-term career goals as identified in the ISP.

Supporting educational opportunities in an effort to improve economic self-sufficiency, the Career Pathway Program provides GED preparation options and opportunities to enroll in internship programs, vocational schools or community colleges. The Career Pathway Program also offers the Workforce Connects software which assesses current skills against occupational fields. The software identifies gaps between an individual's academic skill level and the skill level required for their chosen career. With this information, program participants can take direct steps towards completing the necessary training and obtaining required certifications to achieve employment in their desired profession.

With the intention of preparing participants to successfully manage household income and expenses, increase credit scores and savings, and reduce non-housing debt, financial literacy workshops were held. Workshops aimed to develop budgets, identify tax credits and work towards financial stability by utilizing the Federal Deposit and Insurance Corporation's (FDIC) Money Smart and GII's proprietary Good Sense Program.

Project Goals

The program goals and activities for the Career Pathway Program are listed below:

- 64 Native Hawaiians enrolled in services
- 10 Native Hawaiians enrolled in high school equivalency classes
- 32 Native Hawaiians enrolled in vocational training
- 20 Native Hawaiians enrolled in 2-year degree programs
- 64 Native Hawaiians will complete job preparation training
- 10 Native Hawaiians will obtain a high school equivalency certificate or diploma
- 26 Native Hawaiians will complete a vocational training program
- 13 Native Hawaiians will complete a 2-year degree program
- 64 Native Hawaiians will obtain employment



- 64 Native Hawaiians will maintain employment for 90 days
- 64 Native Hawaiians will maintain employment for 180 days
- 64 Native Hawaiians will complete financial literacy training
- 64 Native Hawaiians enrolled in services who increase credit scores
- 64 Native Hawaiians enrolled in services who increase savings
- 64 Native Hawaiians enrolled in services who reduce debt

Project Milestones

- Milestone 1: Outreach, Intake, Assessment and Individual Service Plan
- Milestone 2.A.1: Job Preparation/Job Development
- Milestone 2.A.2: High School Equivalency Preparation Classes
- Milestone 2.A.3: Financial Literacy Training
- Milestone 2.B.1: Community College/Training Course Enrollment
- Milestone 2.B.2: Monthly Monitoring
- Milestone 3: Job Placement
- Milestone 4: Job Support
- Milestone 5: Job Maintenance

PURPOSE OF THE EVALUATION

The purpose of this summative evaluation is to analyze the impact of Goodwill’s Career Pathway Program. Through a review of quantitative and qualitative data collected from grantee reporting documents, narrative reports, budget expenditures, site-visit assessments and other information gathered, this evaluation seeks to determine the effectiveness of the Career Pathway Program in accomplishing their goals. Concentrating on the program’s achievements and areas for improvement, while also exploring administrative areas of success and potential growth, findings and recommendations are herein presented to OHA’s Administration and BOT for consideration regarding how to better achieve performance measures and improve service delivery to Native Hawaiians.

Results

The Career Pathway Program’s Performance Measurement Table consisted of four outputs and eleven outcomes in their quest to provide services to increase economic self-sufficiency for Native Hawaiians. The following table records the overall performance targets and actual results of the Career Pathway Program. The two-year goals are shown under “Target (FYs16 and 17)”. Individual yearly results are displayed under the columns “Year 1 Actual (FY16)” and “Year 2 Actual (FY17)” with overall program outcomes displayed under the “Grant Term Actual (FYs16 and 17)” column. The last column, “Percentage Achieved”, details areas where the program reached or exceeded their goals (percentages at 100% or above) and those areas where the program fell short (percentages below 100%).



Table 2
Goodwill Employment Core and Career Support Services Program Performance Results

	Target (FYs16 and 17)	Year 1 Actual (FY16)	Year 2 Actual (FY17)	Grant Term Actual (FYs16 and 17)	Percentage Achieved
Outputs					
Number of Native Hawaiians enrolled in services	64	50	14	64	100%
Number of Native Hawaiians enrolled in high school equivalency classes	10	0	0	0	0%
Number of Native Hawaiians enrolled in vocational training	32	24	13	37	116%
Number of Native Hawaiians enrolled in 2-year degree programs	20	5	2	7	35%
Outcomes					
Number of Native Hawaiians who completed job preparation training	64	22	18	40	63%
Number of Native Hawaiians who obtained a high school equivalency certificate or diploma	10	0	0	0	0%
Number of Native Hawaiians who completed a vocational training program	26	20	12	32	123%
Number of Native Hawaiians who completed a 2-year degree program	13	0	0	0	0%
Number of Native Hawaiians who obtained employment	64	11	12	23	36%
Number of Native Hawaiians who maintained employment for 90 days	64	8	9	17	27%
Number of Native Hawaiians who maintained employment for 180 days	64	7	7	14	22%
Number of Native Hawaiians who completed financial literacy training	64	3	24	27	42%
Number of Native Hawaiians enrolled in services who increased credit scores	32	Data Not Collected	Data Not Collected	Data Not Collected	Data Not Collected
Number of Native Hawaiians enrolled in services who increased savings	52	Data Not Collected	Data Not Collected	Data Not Collected	Data Not Collected
Number of Native Hawaiians enrolled in services who reduced debt	40	Data Not Collected	Data Not Collected	Data Not Collected	Data Not Collected

Note. Number of Native Hawaiians enrolled in services does not link directly to other outputs. Number of Native Hawaiians who completed Job Preparation Training does not link directly to other training/employment outcomes.



The bar chart below portrays information from the Performance Measurement Table.

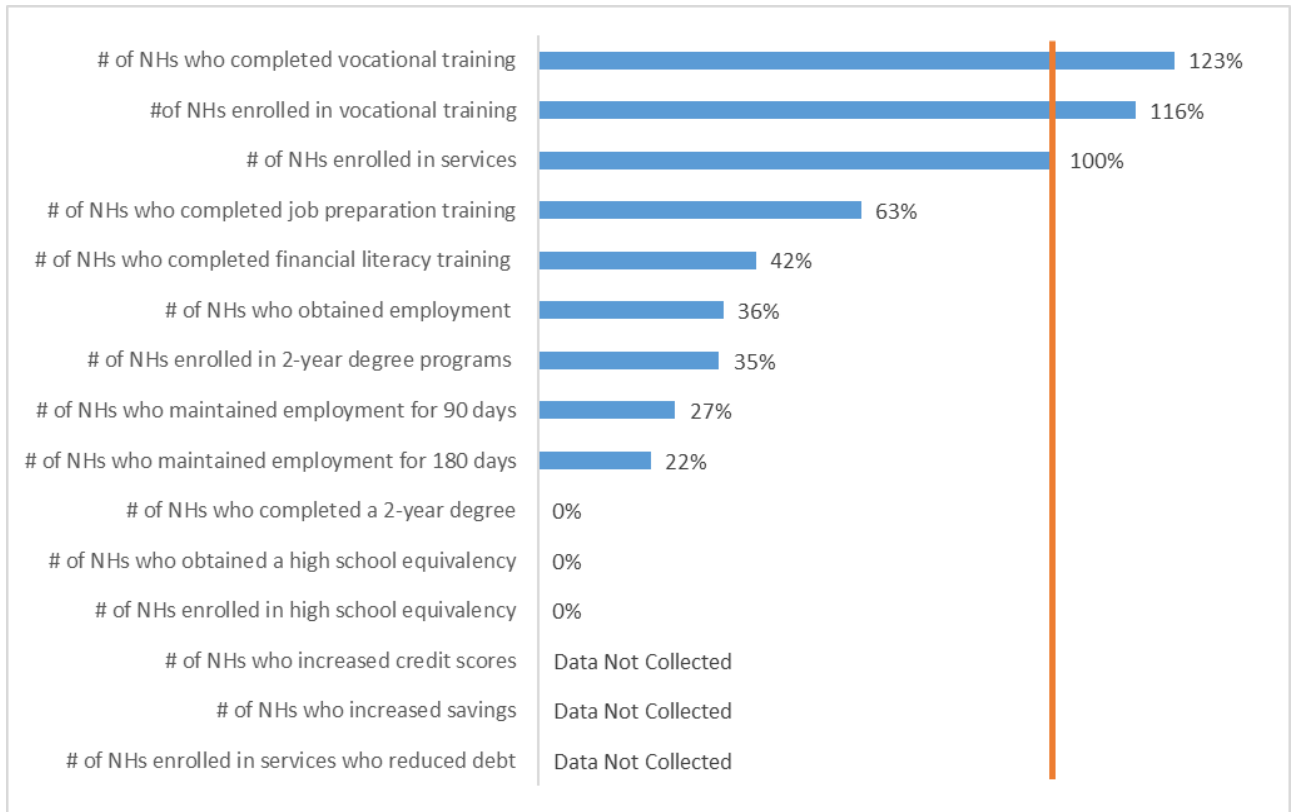


Figure 1. Performance measurement results by percentage achieved from highest to lowest.

Findings

The Career Pathway Program achieved or exceeded expectations in three of the fifteen areas of the Performance Measurement Table:

- Number of Native Hawaiians enrolled in services;
- Number of Native Hawaiians enrolled in vocational training, and;
- Number of Native Hawaiians who completed a vocational training program.

The number of Native Hawaiians enrolled in services reached 100% of their desired goal with 64 enrolled. The two areas that exceeded expectations were the number of Native Hawaiians who enrolled in vocational training programs and the number of Native Hawaiians who completed vocational training programs, which demonstrates a clear need and desire to obtain and complete occupational training in order to improve their chances of employment in a specified field with the potential of higher earning levels. In assessing the Initial Employment forms provided throughout the grant lifecycle, 23 Native Hawaiians completed vocational training in a variety of areas with an average hourly wage of \$12.61 over the two-year grant term. The following table summarizes information assembled from the Initial Employment reports.



Table 3
Initial Employment

Job Title	Hourly Wage	Hours per week	Benefit Eligible
Education Specialist	\$18.34	40	Y
Warehouse Worker	\$8.50	40	Y
Care Giver	\$10.00	40	Y
Certified Nurse Assistant (C.N.A)	\$10.75	40	Y
Health Aide	\$8.50	20	N
Secretary	\$10.50	40	Y
Habilitation Tech	\$10.80	20	N
Auto Body Worker	\$8.50	40	Y
Community Based Provider	\$12.00	40	Y
Cashier	\$8.50	20	N
Home Health Aide	\$9.50	40	Y
Driver	\$15.00	40	Y
C.N.A	\$12.00	40	Y
Medical Receptionist	\$15.00	40	Y
Personal Assistant	\$12.00	40	Y
C.N.A/Technician	\$13.00	40	Y
Commercial Driver's License (CDL) Driver	\$18.00	40	Y
Nurse Assistant	\$10.50	40	Y
Smoking Cessation Program Coordinator	\$16.00	40	Y
Boom-Truck Operator	\$25.00	40	Y
Driver	\$18.00	40	Y
Clinical Assistant	\$9.75	40	Y
Scribe	\$10.00	20	Y
Average Hourly Wage	\$12.61		
Average Hours Worked Per Week		36.52	
Percent Eligible for Benefits			91%

According to the State of Hawai'i Wage Standards Division, the minimum wage in Hawai'i during the time of this grant varied from \$7.75 per hour beginning January 1, 2015 to \$8.50 per hour beginning January 1, 2016, and \$9.25 per hour beginning January 1, 2017 (n.d). The average minimum wage rate during this grant period was \$8.50. Thus, the program's average hourly rate reported for the two-year grant cycle surpassed the state's average minimum pay rate by \$4.11 per hour. Unfortunately, the minimum wage in 2015 only provided 40.5% of earnings needed to support a typical family of four (two full-time working adults, two children) in Hawai'i (Nadeau, 2016). The economic self-sufficiency living wage, defined by the State of Hawai'i, is "the amount of money that individuals and families require to meet their basic needs" (State of Hawai'i Department of Business, Economic Development and Tourism [DBEDT], 2017, p.4). According to the DBEDT's Self-Sufficiency Standard: Estimates for Hawai'i 2016



(2017), an hourly wage of \$12.77 for a single adult with no children in Hawai‘i County qualified as a living wage, meeting basic needs and being economically self-sufficient. The report further detailed the following for Hawai‘i County:

- “a two-adult couple with no children needed combined hourly wages of \$17.38 (or \$8.69 each on average) to be economically self-sufficient”;
- “a single adult with one preschooler needed to earn an hourly wage of \$21.26 to be economically self-sufficient”;
- “a single adult with one preschool and one school age child needed to earn an hourly wage of \$26.73 to be economically self-sufficient”, and;
- “a two-adult couple with one preschool and one school age child needed to earn a combined hourly wage of \$29.94 (or \$14.97 each on average) to be economically self-sufficient” in Hawai‘i County (DBEDT, 2017, p.18).

As stated by the program, participants faced two main barriers that limited their ability to fully complete the job readiness training and obtain employment. Those barriers are childcare and transportation. According to Nadeau’s *New Data: Calculating the Living Wage for U.S. States, Counties and Metro Areas (2016)*, housing, childcare and transportation are the top three factors affecting living wage, on average, in each state for a typical family of four.

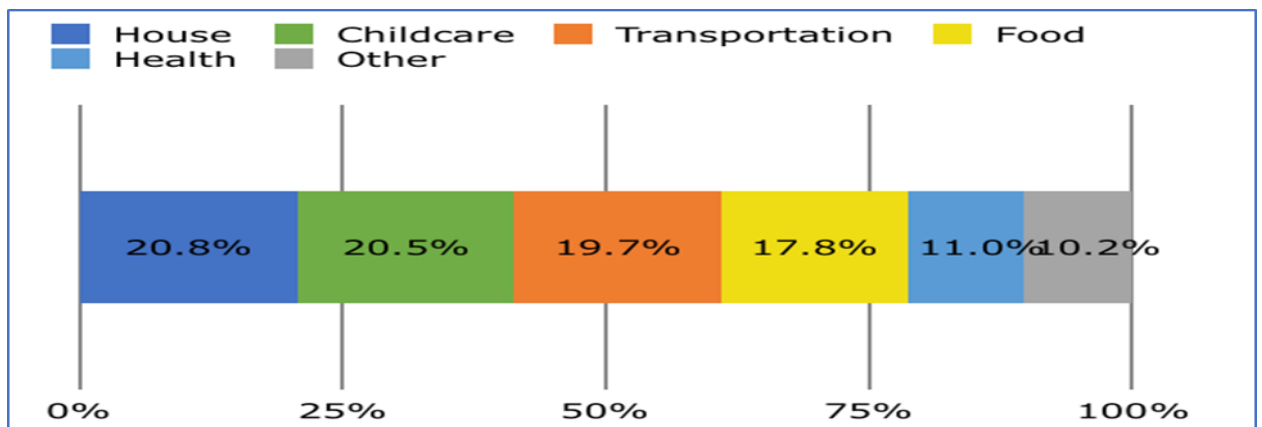


Figure 2. Living Wage Expenditures for a Family of Four (Two Adults and Two Children) After Taxes. From ‘New Data: Calculating the Living Wage for U.S. States, Counties and Metro Areas,’ by C. Nadeau, 2016, Retrieved from <http://livingwage.mit.edu/articles/19-new-data-calculating-the-living-wage-for-u-s-states-counties-and-metro-areas>

Goodwill noted that transportation, especially for those in rural areas that are far from town and bus lines, was a constant struggle. To help remedy this issue, Career Pathway Program counselors sought jobs near the participant and discussed transportation options. In response to childcare obstacles, Goodwill connected participants to resources such as People Attentive To Children (PATCH), who helps parents find quality child care, and Childcare Connections, a federal subsidy program that helps families pay for child care services.

Collection of de-identified data regarding family size and income, household size and income, housing status, housing costs, percentage of family income to housing cost, percentage of household income to housing cost, funding received, service hours received, and program service were required of the grantee. De-identified data collection started from participant enrollment “Time 1” with follow up data inputted at six month intervals with Time 2 (six months after enrollment), Time 3 (12 months after enrollment), Time 4 (18 months after enrollment), and so on through grant completion or until the participant exited the program. Although de-identified data was requested and received,



it wasn't collected in consistent six month increments from the participant start date. Instead, it was collected once at initial enrollment (Time 1) and then again at client departure or at the end of the grant period (Time 2). Even in the absence of incremental data gathering, information collected at the beginning and end of the participant/grant term saw growth in the areas of family and household income. The average monthly family income increased by approximately 32.3%, from \$985.23 to \$1,303.30. De-identified data also reported an average monthly household income increase from \$1,123.09 to \$1,370.07 for an average increase of 22%. It is important to note that despite the increase in average family and household income through the duration of the grant, we cannot directly correlate program services with income improvement success.

Six categories in the Performance Measurement Table did not produce any results (zero percent or data not collected). They include:

- Number of Native Hawaiians enrolled in high school equivalency classes;
- Number of Native Hawaiians who obtained a high school equivalency certificate or diploma;
- Number of Native Hawaiians who completed a 2-year degree program;
- Number of Native Hawaiians enrolled in services who increased credit scores;
- Number of Native Hawaiians enrolled in services who increased savings, and;
- Number of Native Hawaiians enrolled in services who reduced debt.

Regarding the number of Native Hawaiians who enrolled in high school equivalency classes and obtained certificates or diplomas, the Career Pathway Program's narrative assessment noted that newly enrolled participants already had a high school diploma or GED. Since no assistance was needed for this milestone, the program was unable to achieve its targets and therefore no payout was made for this section.

Concerning the number of Native Hawaiians who completed a 2-year degree program, qualitative reports indicate that participants were more interested in bachelor's degrees or help with tuition debt to get back into school. Goodwill provided resources to these clients while still promoting employment services.

Collecting information on the number of Native Hawaiians who completed a 2-year degree is difficult to capture within the two-year grant cycle. Students would need to be enrolled at the beginning of the grant and graduate prior to the grant closeout for this outcome to be achieved. Consequently, in order to track participants receiving funding through the duration of the grant who enter and graduate from a 2-year degree program, the program would need to continuously monitor and report outcomes even after the end of the contract term.

Three additional performance measurements that did not meet outcomes are:

- Number of Native Hawaiians enrolled in services who increased credit scores;
- Number of Native Hawaiians enrolled in services who increased savings, and;
- Number of Native Hawaiians enrolled in services who reduced debt.

Data on these outcomes was not collected throughout the duration of the grant. According to quarterly narrative reports (FY16 Quarter 2 – FY16 Quarter 3), the grantee stated that they were “in the process of designing a mechanism to collect information on credit scores increases, savings increases, and debt reduction every six months and at program completion.” Despite mentioning that once information was collected it would be reported on the Performance Measurement Table, it was not provided and is therefore presented in this document as data not collected.



All other areas of the Performance Measurement Table results fell between 22% - 63% of the targeted objective. Sixty-three percent of Native Hawaiian participants, 40 of a targeted 64, completed job preparation training, while 27 clients (42%) completed financial literacy training. Seven of a projected 20 participants enrolled in a 2-year degree program. Regarding the total number of Native Hawaiians who obtained employment, 36% of the target was achieved. With a goal of servicing 64 participants in maintaining employment, the program reached 27% of that goal for the 90 days measure, and 22% for the 180 days count. In looking at employment maintenance of the 23 clients who did obtain a job through the program, 74% retained their job for 90 days while 61% continued employment for 180 days.

Qualitative remarks cited staffing issues as one reason the program did not achieve job preparation training and employment outcomes. Throughout the program, three different employment counselors were hired. The lack of a consistent employment counselor meant gaps in program delivery resulting in inconsistent follow up and, ultimately, loss of contact with participants. In addition to staffing difficulties, scheduling conflicts, frequent employment goal changes and poor engagement (slow or no response by participants) challenged the program's ability to accomplish outcomes.

Program Budget

Goodwill was awarded a total of \$443,100 to fund the Career Pathway Program during FYs16 and 17, with \$221,550 allocated each year. The Career Pathway Program received an initial advanced payment of \$55,000 with the remaining budget set up based on a Milestone Payment System (MPS). According to the Harvard Kennedy School, MPS was established as an attempt to obtain desired outcomes in a cost-effective and timely manner as opposed to the customary methods government uses to pay for social services: lump sum grants and hourly billing (2015). The Harvard Kennedy School further states "MPS creates financial incentives through multiple levels of payments, based on increments of pre-defined outcomes" (2015, para. 2).

The Career Pathway Program called for incremental fixed payments for each milestone achieved as follows:

- Milestone 1: Outreach, Intake, Assessment and Individual Service Plan \$ 500
- Milestone 2.A.1: Job Preparation/Job Development \$1,000
- Milestone 2.A.2: High School Equivalency Preparation Classes \$1,000
- Milestone 2.A.3: Financial Literacy Training \$ 200
- Milestone 2.B.1: Community College/Training Course Enrollment \$4,000
⇒ Actual costs up to \$4,000
- Milestone 2.B.2: Monthly Monitoring \$2,400
⇒ \$100 per person per month up to \$2,400
- Milestone 3: Job Placement \$ 600
- Milestone 4: Job Support \$ 700
- Milestone 5: Job Maintenance \$ 900

Goodwill's Career Pathway Program provided quarterly milestone achievement summaries to capture the number of unduplicated clients served and funds dispersed for each milestone attained. Quarterly payments were made for each individual client achieving a milestone, constituting payment in full for that specific client for that milestone.



A compilation of quarterly milestone achievement forms is provided in the table below to show a comprehensive view of the total amount requested for each milestone against the maximum number of clients/dollar amounts established for OHA to pay.

Table 4
Career Pathway Program MPS Expenditures

	Billing Amount for Each Milestone Achieved	Total Number of Clients (Unduplicated Cumulative)	Total Amount Requested for "OHA to Pay"	Maximum Number of Clients/Dollar Amount Established for "OHA to Pay"	% of Award Spent for Each Milestone
Milestone 1	\$500.00	64	\$32,000.00	64	100%
Milestone 2.A.1	\$1,000.00	41	\$41,000.00	64	64%
Milestone 2.A.2	\$1,000.00	0	\$0.00	10	0%
Milestone 2.A.3	\$200.00	28	\$5,600.00	64	44%
Milestone 2.B.1	up to \$4,000	47	\$73,740.00	\$113,100.00	65%
Milestone 2.B.2	up to \$2,400	57	\$21,700.00	\$70,400.00	31%
Milestone 3	\$600.00	20	\$12,000.00	64	31%
Milestone 4	\$700.00	17	\$11,900.00	64	27%
Milestone 5	\$900.00	14	\$12,600.00	64	22%

Note. Maximum dollar amount for Milestone 2.B.2 was budgeted at \$35,220/year (\$70,440 total). However, the amount reflected in the budget was understated by \$40.00 (\$70,400).

The Career Pathway Program MPS Expenditures table above illustrates a limited disbursement of funds for most categories with only Milestone 1: Outreach, Intake, Assessment and ISP, reaching its full spending potential. All other milestones received 65% or less in funding with no payout made for Milestone 2.A.2 (High School Equivalency) and the lowest paid milestone, Milestone 5 (Job Maintenance), receiving only 22% of the allowable appropriation.

The following table compares the budgeted amount with actual MPS expenses of the program. This table reveals that of the \$443,100 awarded, less than half was spent, leaving approximately \$233,000 of unused funds.



Table 5
Budget vs Expenditures

	FYs16 and 17 Budgeted Amount	FYs16 and 17 Total Expenditures	Total Unspent Grant Funds
Milestone 1	\$32,000.00	\$32,000.00	\$0.00
Milestone 2.A.1	\$64,000.00	\$41,000.00	\$23,000.00
Milestone 2.A.2	\$10,000.00	\$0.00	\$10,000.00
Milestone 2.A.3	\$12,800.00	\$5,600.00	\$7,200.00
Milestone 2.B.1	\$113,100.00	\$73,740.00	\$39,360.00
Milestone 2.B.2	\$70,400.00	\$21,700.00	\$48,740.00
Milestone 3	\$38,400.00	\$12,000.00	\$26,400.00
Milestone 4	\$44,800.00	\$11,900.00	\$32,900.00
Milestone 5	\$57,600.00	\$12,600.00	\$45,000.00
TOTAL	\$443,100.00	\$210,540.00	\$232,600.00

Note. Budgeted Amount for Milestone 2.B.2 was budgeted at \$35,220/year (\$70,440 total). However, the amount reflected in the budget was understated by \$40.00 (\$70,400). Total grant award was \$443,100 but should have been \$443,140.

Because of the MPS, traditional payments were not made directly to cover personnel costs and other expenses as with previous grants. Instead, those payments were imbedded through the incentivized MPS and paid with each completed milestone. Since Goodwill did not meet its targeted numbers in most milestones, not all grant moneys were paid out leaving approximately \$232,600, or about 53% of the total grant funds, unspent.

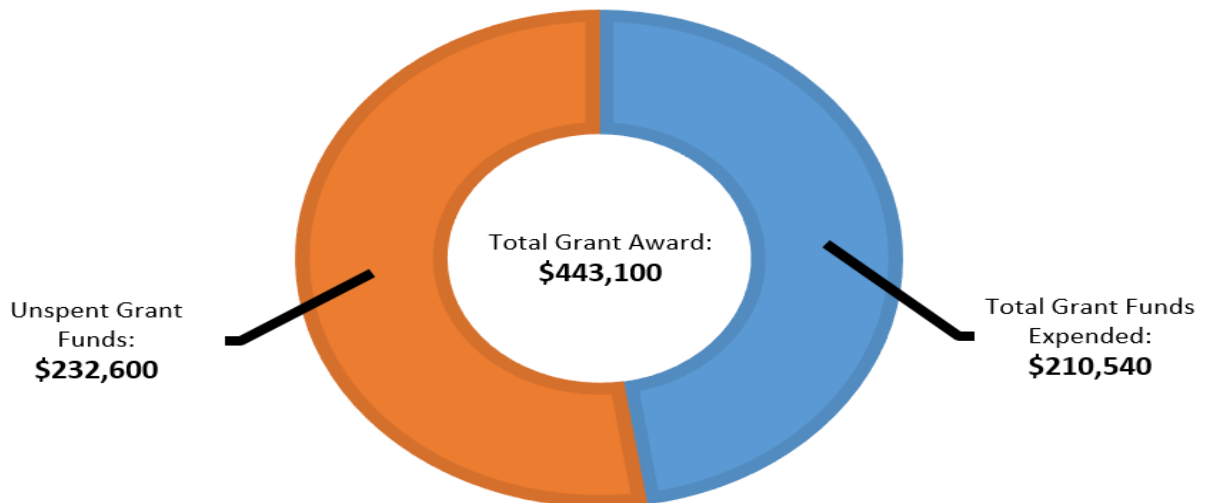


Figure 3. Total budget amount showing unspent and expended program funds



Unspent grant funds, such as the \$232,600 from this Goodwill grant, revert to OHA's fiscal reserve. Any use of the fiscal reserve must be approved by the BOT and shall be presented to the BOT in Action Item format.

RECOMMENDATIONS

The following are recommendations to provide the best course of action for OHA for future development and funding of similar programs. Recommendations also provide programmatic and administrative feedback related to program performance.

Programmatic Recommendations

Process improvements for Goodwill.

1. Concentrate on vocational training:
 - ⇒ The focus on training for highly sought-after middle-skilled careers was successful in establishing employment opportunities that support raising Native Hawaiian household income levels.
2. Retain strong partnerships with organizations such as PATCH and Childcare Connections to help participants overcome employment barriers.
3. Continue networking with businesses to gain job leads for participants, especially pertaining to newly acquired vocational skills.
4. Data collection:
 - ⇒ Create a mechanism for gathering data prior to the start of a grant to ensure contractual information is properly collected.
 - ⇒ Establish a system for consistent upkeep of participant information to ensure smooth transitions during changes in staffing.
 - ⇒ Collect baseline measures to facilitate tracking throughout the grant cycle to better illustrate the value of the program.
 - ◆ Obtain participants' starting hourly wages and number of hours worked per week at the onset of program, monitoring through completion of the grant to determine the difference in earnings after completion of vocational courses, financial training, etc.

Administrative Recommendations

Procedural improvements (contracting, monitoring and assisting grantees) for OHA.

1. Concentrate on vocational training:
 - ⇒ Vocational training proved to be successful with regard to both enrolling and completing vocational courses that qualified participants for jobs in that field.
2. Contract:
 - ⇒ Contract should be all-inclusive, clearly outlining OHA's expectations. The solicitation and grantees' application should not be included in the contract, but rather referred to for background purposes only.



- ⇒ Notice section should include language stating that an electronic copy of the reported information must be emailed to the grant monitor with a copy to the grant manager until a software system is set in place to collect data directly.
 - ⇒ All required reporting forms (performance tables, budget reports, narrative reports, de-identified data, surveys, etc.) should be included as part of the contract.
 - ⇒ When possible, the aforementioned forms should be provided in an Excel Spreadsheet format until a software system is set in place to collect data directly.
3. Data collection:
- ⇒ Utilize a grant software system to better manage grants and:
 - ◆ methodically gather required documents (grantee and grantor);
 - ◆ ensure grant files are comprehensive;
 - ◆ provide a running record of reporting measures and budgets;
 - ◆ organize information in one central location;
 - ◆ generate reports, and;
 - ◆ simplify reporting for grantees.
 - ⇒ Closeout report should encompass a full compilation of the program's two-year data, in all reporting areas, as opposed to utilizing year-two fourth-quarter documents.
4. Outputs/outcomes:
- ⇒ Work closely with Program Improvement prior to grant solicitation and through grant closeout to establish well-defined measures, improve contract requirements and enhance monitoring techniques.
 - ⇒ Work with grantee, prior to contracting, to discover other possible reports or surveys generated that OHA may collect.
 - ⇒ Work with grantee, prior to contracting, to ensure reporting systems are in place to capture required information.
 - ⇒ Provide improved guidance prior to the program start date to clarify expectations; offer additional guidance as needed to get the project off to a good start.
 - ⇒ Develop well-defined performance measures to generate useable data prior to contracting.
5. High school equivalency and 2-year degree programs:
- ⇒ High school equivalency program does not seem relevant.
 - ⇒ Focus on providing post-secondary scholarship options that are not delivered through a two-year grant award.



METHODOLOGY

As a summative evaluation, this assessment incorporates a thorough review of all information available and provided throughout the grant life cycle at the completion of the grant term. These documents include the contract agreement, quarterly progress reports, expenditure accounts, monitoring reports, grant assessments and closeout statement, along with correspondence between the grantee and the grant monitor. The grant application was also reviewed as part of the evaluation as it was incorporated into the contract agreement. De-identified data, requested as part of the grant solicitation, provided additional information for analysis.

Quarterly performance measure tables delivered cumulative data regarding program progress, allowing for comparative analysis. Corresponding narrative reports provided qualitative information pertaining to insight on key objectives and documentation of project difficulties. Monthly Milestone Achievement forms recorded accomplishment of each milestone which translated to funds expended for the project.



APPENDIX A

Performance Measurement Table



PERFORMANCE MEASUREMENT TABLE
Solicitation 11:16-02 Income

Organization: Goodwill Industries of Hawaii, Inc.

Contract: 3042 Fiscal Year: 2017

	FY16 Target	FY17 Target	FY17 Q1	FY17 Q2	FY17 Q3	FY17 Q4	Year 1 Total Unduplicated	Year 2 Total Unduplicated	Grant Term Unduplicated
Outputs									
Total number of Native Hawaiians enrolled in services	32	32	0	0	7	7	50	14	64
Total number of Native Hawaiians enrolled in high school equivalency	5	5	0	0	0	0	0	0	0
Total number of Native Hawaiians enrolled in Vocational Training	16	16	1	0	2	10	24	13	37
Total number of Native Hawaiians enrolled in 2- year degree programs	10	10	2	0	0	0	5	2	7



APPENDIX A

Performance Measurement Table (Continued)

Outcomes	FY16 Target	FY17 Target	FY17 Q1	FY17 Q2	FY17 Q3	FY17 Q4	Year 1 Total Unduplicated	Year 2 Total Unduplicated	Grant Term Unduplicated
Total number of Native Hawaiians who complete Job Preparation Training	32	32	1	2	5	10	22	18	40
Total number of Native Hawaiians who obtained a high school equivalency certificate or diploma	5	5	0	0	0	0	0	0	0
Total number of Native Hawaiians who completed a Vocational Training Program	13	13	3	2	1	6	20	12	32
Total number of Native Hawaiians who complete a 2-year degree program	0	13	0	0	0	0	0	0	0
Total number of Native Hawaiians who obtain employment	32	32	5	2	3	2	11	12	23
Total number of Native Hawaiians who maintain employment for 90 days	32	32	0	5	3	1	8	9	17
Total number of Native Hawaiians who maintain employment for 180 days	32	32	2	0	4	1	7	7	14
Total number of Native Hawaiians who complete Financial Literacy Training	32	32	0	2	4	18	3	24	27
Total number of Native Hawaiians enrolled in services who increase credit scores	16	16	0	0	0	0	0	0	0
Total number of Native Hawaiians enrolled in services who increase savings	26	26	0	0	0	0	0	0	0
Total number of Native Hawaiians enrolled in services who reduce debt	20	20	0	0	0	0	0	0	0



APPENDIX B

Milestone Achievement (Fiscal Year 2017, Fourth Quarter)

Grantee Organization: Goodwill Industries of Hawaii
Award Period: 7/1/2015 to 6/30/2017

Contract #: 3042
Billing Period: April 01, 2017 to June 30, 2017

	Billing Amount per Milestone	Total Number of Clients (Unduplicated Cumulative)	Number of Clients Requested for "OHA to Pay" for this Month	Total Amount Requested for "OHA to Pay" for this Month	Total Amount Request for "OHA to Pay" Cumulative	Maximum Number of Clients/Dollar Amount Established for "OHA to Pay"	% of Total
Milestone 1	\$ 500	64	7	\$ 3,500		64	100.0%
Milestone 2.A.1	\$ 1,000	40	10	\$ 10,000		64	62.5%
Milestone 2.A.2	\$ 1,000			\$ -		10	0.0%
Milestone 2.A.3	\$ 200	28	19	\$ 3,800		64	43.8%
Milestone 2.B.1	up to \$4,000	47	8	\$ 10,135	\$73,740	\$113,100	65.2%
Milestone 2.B.2	up to \$2,400	57	21	\$ 3,900	\$21,700	\$70,440	30.8%
Milestone 3	\$ 600	20	5	\$ 3,000		64	31.3%
Milestone 4	\$ 700	17	4	\$ 2,800		64	26.6%
Milestone 5	\$ 900	14	6	\$ 5,400		64	21.9%
Total Funding Request				\$ 42,535			

CERTIFICATION: I certify to the best of my knowledge and belief that this report is true in all respects and that all services have been performed for the purpose and conditions of the grant agreement.

Name and Title (print): Carol J. Talra, Vice President of Finance

Carol J. Talra
Signature

Date: July 11, 2017



REFERENCE

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