



PACIFIC
Research & Evaluation, LLC

Interim Evaluation Report

Trade Adjustment Assistance Community College and Career
Training (TAACCCT) Grant-Round 3

Prepared for
Kapi'olani Community College

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Introduction

Kapi'olani Community College (KCC) received a Trade Adjustment Assistance Community College and Career Training (TAACCCT) Round 3 grant in October, 2013 from the Department of Labor (DOL) to fund the *Implementing an Island-wide Strategy for Industry Cluster Formation and Community Revitalization in Hawai'i* (C3T) project. The purpose of this project is to provide workforce development and training in three industry sectors: culinary, hospitality, and health. Using grant funding, KCC has created or modified programs and courses in these three industries.

In April of 2015, KCC partnered with Pacific Research and Evaluation (PRE) to design and conduct the third party evaluation of the C3T project. The evaluation is designed around two main goals: 1) to answer DOL formative evaluation questions, and 2) to assess DOL summative outcomes. The following report will address each of these evaluation goals.

Through the C3T project, a total of six programs were created or modified; three programs in the culinary industry were created, one program in the hospitality industry was created and one was modified, and one program in the health industry was created. These six C3T programs are described below.

GoCook! Hawai'i Fast Track Training Program

The GoCook! Hawai'i Fast Track Training Program (GoCook!) is a 12 week, non-credit course designed to prepare unemployed or underemployed individuals for careers in the culinary industry by teaching students basic cooking or baking skills in a live kitchen setting. This training is provided to students at no cost through grant funding.

Innovation Kitchen

The Innovation Kitchen is a one term, credit-bearing course that focuses on training students in creating shelf-stable, added-value food products. The course was developed as an elective in the Culinary Arts Department with grant funding. In addition, the grant funded the purchase of preservation and analytic equipment for the course that will also be used by community members. A sampling of this equipment is shown in the image below. The machines from left to right are: water activity analyzer, precision scale, and moisture analyzer.

Image 1. Analytic Equipment



Food Safety Training

The Food Safety training is a two hour, non-credit course based on ServSafe curriculum that focuses on teaching basic food safety to food service workers. To deliver the training, staff hired through the grant travel to restaurants to conduct a presentation and train students on basic food handling and safety information. Employees are able to earn a nationally recognized ServSafe certificate if they pass the exam at the end of the training. This course is provided to restaurants and their employees at no cost through grant funding.

Host 101 Gamification

The Host 101 course is the credit-bearing introductory course for the Hospitality and Tourism Department that is completed by all students in the Hospitality and Tourism program. Through the grant, the course is undergoing gamification, which is the incorporation of elements of game play into the presentation of the curriculum to increase student engagement with course materials. In addition, equipment was purchased through the grant to support the integration of the gaming elements into the classroom and to allow for distance learning.

Hospitality Advanced Professional Certificate

The Advanced Professional Certificate (APC) in Hospitality Operations Management is a third year of Hospitality curriculum that was designed for students who have achieved an associate's degree in Hospitality and Tourism at KCC, and the development of this certificate was funded through the C3T grant. This 18 credit program includes six courses: two already in place at the college, and four that were developed specifically for the APC through the grant. Two of the new APC courses were launched in the spring 2016 term, and the remaining two new courses will be launched in fall 2016. KCC has also developed an articulation agreement with University of West Oahu to allow students with the APC to earn credits toward a bachelor's degree in Hospitality Operations Management.

School Health Aide Level 1

The School Health Aide Level 1 (SHA) program is a 6-credit course that was developed through the C3T grant. Prior to the grant, there was no formal training for school health aides, and the program was designed to standardize practices across the state as well as to create a pathway for additional employment and education opportunities. This program is being offered to current school health aides at no cost with grant funding. After the first four cohorts, this program was transferred to the TAACCCT round four grant program and the SHA Level 2 course was added.

Methods

Methods for collecting data over the course of the evaluation thus far have consisted of a project team focus group, partner interviews, staff interviews, student surveys, and student focus groups. Each data collection instrument was designed to address both formative evaluation questions and summative outcomes. Additional information about each of these data collection methods is provided below.

Project Team Focus Group

Seven members of the project team participated in a focus group in June, 2015. The focus group addressed topics including the expansion or improvement of programs with grant funding, the selection of program curriculum, contributions of partner organizations in program design and curriculum

development, strengths and weaknesses of the programs, and goals for program sustainability. The complete focus group protocol can be found in Appendix A.

Partner Interviews

Interviews were conducted via telephone and in person with industry partners from the culinary (n=2) and hospitality (n=2) industries in June of 2015. The topics for the interviews varied for each industry. Culinary interviews discussed partners' involvement with the food safety component of the grant, program impact on employees, positive elements of the training, and suggestions for improvement. The protocol for culinary partner interviews can be found in Appendix B. Interviews with hospitality industry partners covered similar topics including partners' level of involvement in the hospitality component of the grant, the program impact on employees, and strengths and barriers of the program. The complete protocol for hospitality interviews can be found in Appendix C.

Staff Interviews

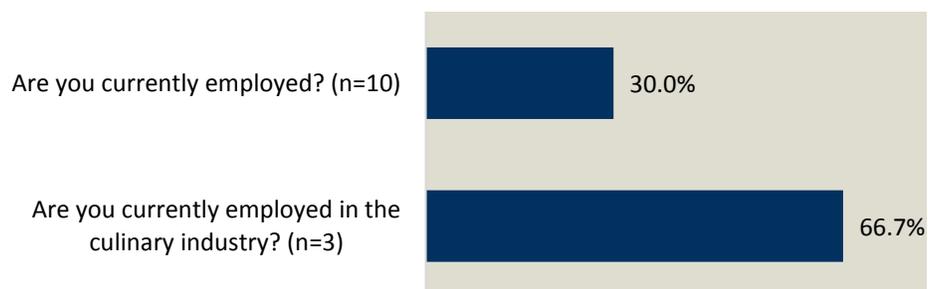
Phone interviews with nine staff members were conducted in March of 2016. Staff from all three industries were interviewed. The topics of discussion were similar across industries and included program strengths and areas for improvement, advising and career guidance, and wishes for program sustainability. The complete interview protocol for staff interviews can be found in Appendix D.

Student Surveys

Students in the second and third cohorts of the GoCook! program completed a survey during the final week of the training. Due to IRB constraints, we were unable to collect survey data from students in the first cohort. The survey asked about students' experiences with the program and program elements, obstacles to program completion, and student characteristics such as employment background and future career goals. The GoCook! student survey can be found in Appendix E.

A total of 10 students from two cohorts completed the survey: four from the second cohort and six from the third cohort. As shown in the figure below, the majority (70%) of GoCook! students are not employed, which is unsurprising as the program is geared towards serving unemployed individuals. Two of the three students who indicated they were employed were working in the culinary industry.

Figure 1. GoCook! Student Characteristics
(% yes)



GoCook! Enrollment Forms

Additional GoCook! student characteristics were gathered by KCC through program enrollment forms. The following data provide a complete picture of the demographic characteristics of the five cohorts that have participated in the program thus far. Table 1 below shows the number of students completing enrollment forms in each cohort.

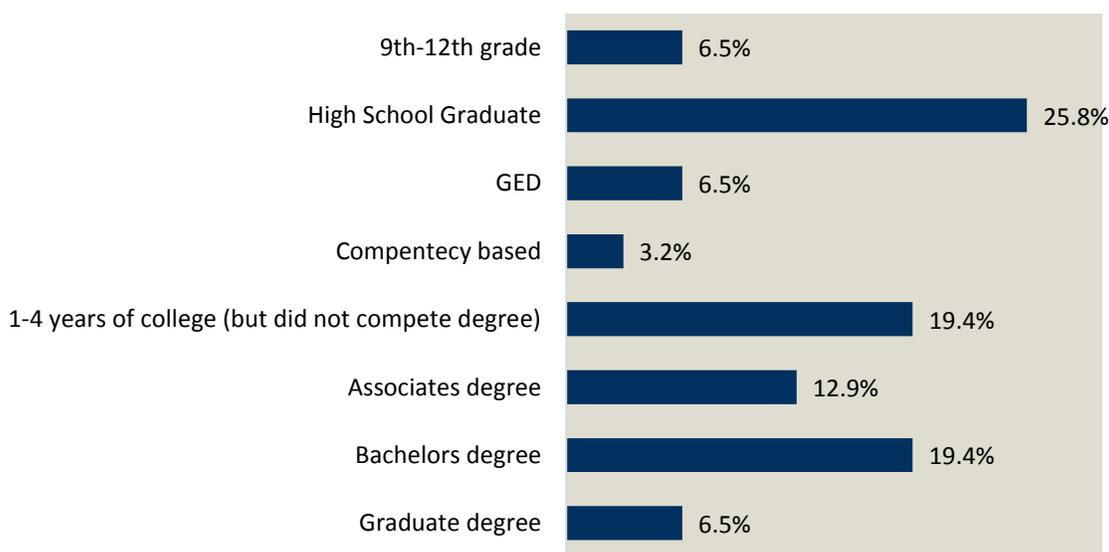
Table 1. GoCook! Program Enrollment

Cohort	Number of Enrolled Students
Cohort 1 (9/28/15)	9
Cohort 2 (1/4/16)	4
Cohort 3 (3/14/16)	6
Cohort 4 (5/31/16; GoBake!)	9
Cohort 5 (5/31/16)	8

Of the 36 students completing enrollment forms, one indicated they are an eligible veteran, and two reported having a disability. GoCook! students ranged from 16 to 66 years old at the time of enrollment, and the average age was 41 years old. Students reported learning about the GoCook! program in a variety of ways, including O‘ahu Work Links (OWL; n=10), Next Step Shelter (n=4), friends or family (n=4), and the program website (n=2). The majority of students entering the GoCook! program were unemployed (69.4%). The two most commonly reported races were Caucasian (n=10) and Native Hawaiian/Part Hawaiian/Mixed Hawaiian (n=9).

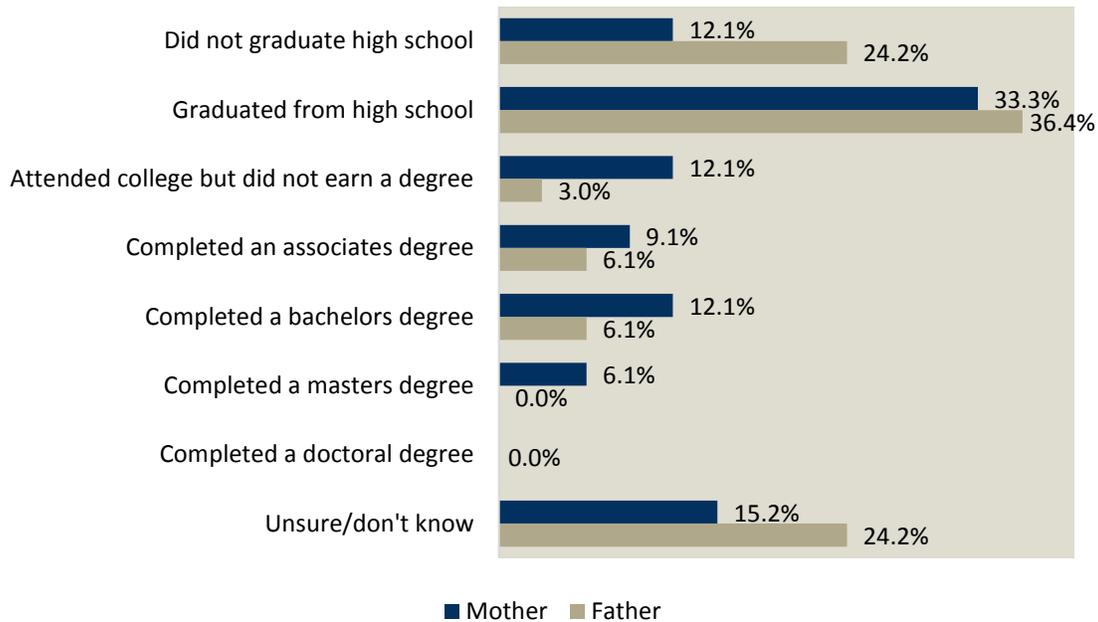
The majority of GoCook! students reported they had not completed a college degree at the time of enrollment in the program (61.4%). Approximately a third of students, however, indicated they had completed an associates, bachelors, or graduate degree prior to enrolling in GoCook! (see Figure 2).

Figure 2. GoCook! Students' Highest Level of Education
(n=31)



In addition to their own level of education, students reported the highest level of education achieved by each of their parents, and results are displayed in Figure 3 below. Of those who reported both parents' education (n=25), approximately half (52%) indicated neither of their parents attended college.

Figure 3. Parents' Highest Level of Education
(n=33)



The demographic information collected from the GoCook! enrollment forms shows that this program is reaching a specific group of students to meet a need in the local culinary industry. Specifically, those students taking advantage of this program are mostly unemployed, without a college degree, and many are the first in their families to be pursuing additional education past high school. KCC has been able to work with industry to determine a need, create a program to meet this need, and present the program as an opportunity to a group of students who otherwise may not have been able to gain culinary employment.

Student Focus Groups

Student focus groups were conducted at the KCC campus in May, 2016 with students involved with three C3T funded programs: GoCook!, Innovation Kitchen, and SHA. Topics of discussion for the three student focus groups were similar and included future career plans, career guidance and advising services provided through C3T programs, additional education plans, and suggestions for program improvement. The complete list of questions for student focus groups can be found in Appendix F.

Results

The following sections address the two primary goals of the evaluation and combine data from all five data sources described above.

Goal 1: Department of Labor Formative Evaluation Questions

Twelve formative evaluation questions posed by DOL were addressed by the five data sources described above. The results are organized below by each of the following questions.

1. What steps were taken by the institution to create and run the training program?
2. What are the operational strengths and weaknesses of the project after implementation?
3. How was curriculum selected, used, or created?
4. How were programs and program design improved or expanded using grant funds?
5. What delivery methods were offered?
6. What was the program administrative structure?
7. What support services and other services were offered?
8. Was career guidance provided and if so, through what methods?
9. What contributions did each of the partners make in terms of: Program Design, Curriculum Development, and Commitment to Program Sustainability?
10. What factors contributed to partners' involvement or lack of involvement in the program?
11. Which contributions from partners were most critical to the success of the grant program?
12. How did the project effort support institutional capacity building?

Question 1: What steps were taken by the institution to create and run the training program?

Industry partnerships played a significant role in the creation of the C3T training programs. The programs funded by C3T were all designed to address specific industry needs in Hawai'i. These needs were determined through a needs assessment in some cases as described by a culinary staff member, "When we first considered applying for this grant, we did a needs analysis and we asked what the current important needs of the industry are, and what the future needs of the industry will be." Once the needs of the industries were determined, staff worked with organizations within each of the three industries to develop training programs. As one staff member mentioned in an interview, "Industry partners give us guidance in terms of how to shape our training content."

Question 2: What are the operational strengths and weaknesses of the project after implementation?

Program Strengths

Noteworthy program strengths reported by staff, industry partners, and students include improved student outcomes, connections with industry partners, meeting workforce needs, program-specific strengths, and program flexibility. Each of these themes is described in more detail below.

Student Outcomes

Multiple staff reported that programs are leading to improved student outcomes including employment and career advancement as well as increased classroom engagement. One C3T culinary staff member noted, “The program is good for the students because they get a certificate and it helps them keep their job and maybe move up. It helps those who don’t have a job to get one.” Students also anticipate positive outcomes as a result of program participation as evidenced by 100% of GoCook! survey participants indicating they are more likely to get a local job in the culinary industry after participating in the program. This sentiment was also echoed by industry as one partner discussed how the hospitality program is preparing students to do well in both further education and employment.

“I feel KCC students have a better handle on what is practical out there. They come out of the program and they are aware of the effort it takes to be in a successful business operation. There are others that have gone on to four year colleges that have done really well, and KCC provided them with a good foundation.”

Industry Partnerships

Another major strength of the C3T programs are the multiple connections with industry partners, as noted by a hospitality partner, “KCC has very experienced faculty that worked in the industry and still have contacts in the industry that overflow into the classroom. Those partnerships and contacts help them realize what is needed in the curriculum and what the students are lacking.” Staff members also see the connections with the industry as a strength of the programs, and a faculty member involved with a C3T culinary program encapsulated this by saying, “Industry partners give us guidance in terms of how to shape our training content, and in terms of tweaking part of the training to meet each of the industry needs, their feedback is very valuable.”

Meeting Workforce Demand

One of the most important strengths of the C3T programs is that they are successfully meeting the needs of the local workforce. This sentiment was repeated by staff, industry partners, and students. A staff member involved with the Food Safety training stated, “Hawai’i is one of the few states without required training for food service workers in safety/sanitation and this has resulted in a lot of problems within the industry. We are providing the training to restaurants who have a great need to get their employees to understand the concepts of food safety.” This idea of the programs meeting industry need was repeated by a student in the Food Innovation program.

“The whole process of creating different things with your leftovers fills the economic gap because you now have a way of balancing out your supply and demand. The other thing it does is help you use time differently, so in your slow times you can create these shelf-stable products. This class solves these economic issues.”

Program-Specific Strengths

A strength specific to the SHA program is that it will create consistency in the training and expectations for school health aides across the state. As one school health aide put it, “I am going to do subbing and I know I have this under my belt. So whichever school I go to, we will be on the same page regarding understanding what is going on.” In addition, SHAs mentioned the class provided a feeling of comradery

and community with other SHAs. Specific to the GoCook! program, both staff and students mentioned the hands-on learning environment as a strength of the program.

Program Flexibility

Finally, staff mentioned that a strength of the programs is the flexibility they have to deliver the content in a way that meets the needs of the industry and/or students. An example of this is the Food Safety training which is held at the restaurant where the students work, rather than at the school, and is done at a time most convenient for the employer. This flexibility allows for more people to utilize the training, as mentioned by one culinary staff member, “We made it as easy and as flexible as possible and bring everything to them. We made it cost effective and easy for the industry to utilize this training.”

Program Constraints

In addition to the many strengths discussed regarding C3T programs, there were several constraints that were mentioned by staff and students as well, including aspects of the grant structure, low student enrollment, program-specific challenges, and obstacles to completion.

Grant Structure

Staff mentioned several aspects of the grant structure that have presented barriers to the implementation of C3T programs. These issues are out of KCC’s control, and include the timeline of the grant as well as bureaucratic issues around purchasing. During the project team focus group, a staff member said, “The rule under DOL where even though we have budgeted equipment and got it accepted, we still need to get prior approval again is a weakness. You take a slow process and make it even slower.” Another team member echoed concerns about the timeline saying, “The timeframe might be a weakness; they are expecting a lot in three years.”

Student Enrollment

Another area of improvement for C3T programs is student enrollment. Staff reported that several programs including SHA, Innovation Kitchen, and GoCook! were experiencing low student enrollment, as represented by the following quote from a GoCook! staff member, “One of the problems we have is not the curriculum or the teaching, but actually finding students. A lot of students don’t know what they want, and since it is a free program they have nothing invested in it. They say they will come but they don’t show up.” While this is still a problem for several programs, GoCook! has had recent success increasing enrollment by advertising through different channels.

Program Specific Challenges

A specific challenge for the gamification of the Host 101 course is related to getting all the faculty who teach the course on board with the new method of teaching. As one staff member put it, “The faculty are very shy about using the technology; it is too confusing to them. Not all faculty will embrace the new technology.” In addition, a faculty member who is already incorporating the gamification technique mentioned it can be difficult to be consistent with the use of the gamification techniques and language.

Students reported what they believed to be the biggest obstacles to completion of the GoCook! program on the student survey. These included time, financial resources, and personal issues. Some of these issues were mentioned by students in other programs as well, including a member of the SHA focus group who said, “Time is a barrier. The first class was during the summer, so our cohort gave up our summer to take

this class. A few of us who took the class worked at year-round schools, so they had to take vacation to take the class.”

Question 3: How was curriculum selected, used, or created?

As previously mentioned, KCC staff developed the curriculum for new programs relying on input from industry partners. Each grant funded program utilized different levels of partner collaboration, with industry partners in some areas being more heavily involved than others. For instance, the nationally recognized ServSafe curriculum was selected for the Food Safety training after consulting in depth with local restaurants regarding training needs and limitations, as described by a staff member during the project team focus group.

“There was a lot of consulting with the industry on what their needs are. We used to teach a 20-30 hour ServSafe course and then when we talked to the restaurants they couldn’t afford to send their workers out on the training for that long. They wanted something for the average worker. The basics so they understand the concepts of food safety are what they needed more than the managerial training, and this is one of the ways we selected the ServSafe Food Handlers training.”

The health component of the grant brought together several partner organizations to assist in the development of the curriculum for the new SHA program. “We brought together the Department of Education (ED) and the Department of Health (DoH) every two weeks on this campus to design the rubrics and content of the curriculum and come up with how many credits that would be,” the dean of health academic programs mentioned in the project team focus group.

In addition to utilizing feedback from partner organizations to assist with curriculum selection and design, KCC staff made use of industry standards or existing curriculum. A key reason for doing this was to increase the credibility of the newly created programs. One staff member involved in the hospitality programs said in regard to program design, “There are larger scale curriculum that existed from the American Resort Development Association such as the Timeshare Operation Manual that was used as a template. The curriculum is based on industry established programs so these are credible credentials that will enhance what they’ll do in the profession.”

Question 4: How were programs and program design improved or expanded using grant funds?

As described in the program summaries above, the TAACCCT grant at KCC led to the creation of several new programs, as well as the modification of one existing course (see Table 1 below for a list of each of the courses/programs and whether they were modified or created). The majority of C3T funded programs did not exist prior to the TAACCCT grant; three new culinary programs, one new hospitality program, and one new health program were created through the grant.

Using grant funding, the existing introductory course for the Hospitality and Tourism Department at KCC (Host 101) was updated to include “gamification”, meaning that traditional gaming elements were incorporated into the presentation of the existing curriculum. This was noted by a hospitality faculty member in an interview, “I am involved in developing the gaming mechanism and incorporating it into the curriculum of the introduction course in Hospitality and Tourism (Host 101).” This modification was made to increase student engagement with the course materials.

Table 2. Program Modification or Creation

Course/Program	Industry	Modified	Created
GoCook!	Culinary		✓
Innovation Kitchen	Culinary		✓
Food Safety	Culinary		✓
Gamification of Host 101	Hospitality	✓	
Hospitality APC	Hospitality		✓
SHA	Health		✓

Question 5: What delivery methods were offered?

KCC used grant funding to implement several new delivery methods. First, the hospitality classrooms were upgraded to include equipment for distance learning. The images below depict some of the equipment found in the upgraded classrooms, which includes Smart Boards, student computers, microphones, and video cameras. This classroom equipment will permit students from neighboring islands to participate in the courses from their home island by allowing them to see and hear class activity in real time, and interact with instructors and other students during class.

Image 2. Smart Boards

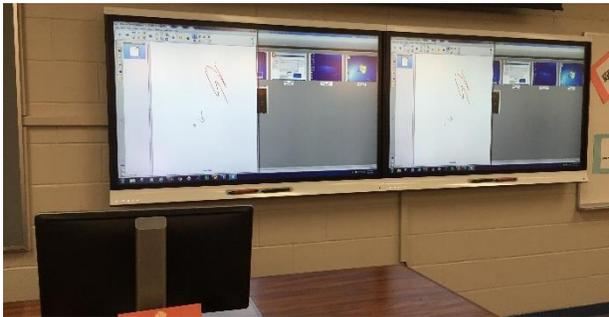


Image 3. Student Computers



Image 4. Video Camera



Image 5. Microphone



The new technology in hospitality classrooms will also be used for another delivery method that was developed through the C3T grant: the gamification of the Host 101 course. As previously mentioned, this

method for delivering curriculum involves incorporating traditional game elements into curriculum presentation and has already had positive effects on student engagement.

Question 6: What is the program administrative structure?

The KCC TAACCCT grant is led by the Principle Investigator, Louise Pagotto, who oversees the design and implementation of the C3T programs. Under the Principal Investigator is the Grant Manager, Stanford Fichtman, who is responsible for grant activities including reporting to DOL and hiring grant staff. In addition, there is a Fiscal Specialist, James Taylor, who assists with budgeting for the project.

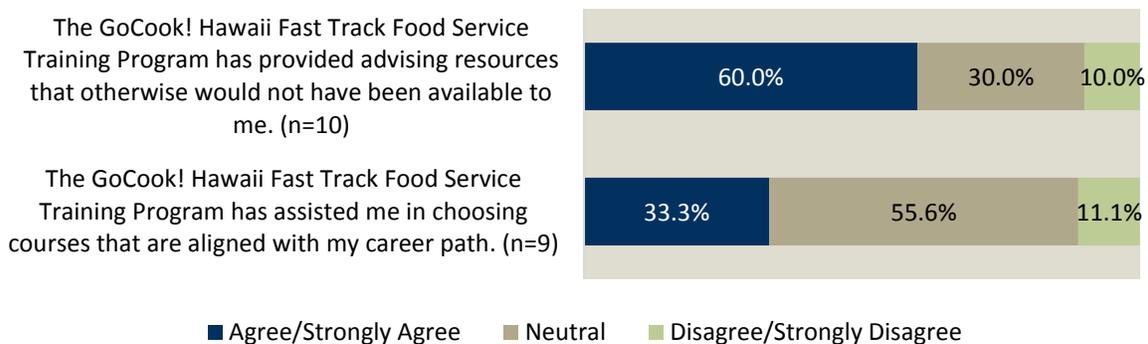
Under the project management, each industry area is led by a KCC staff member in the relevant department charged with creating or updating the grant funded programs. The culinary programs are headed by the department chair for the Culinary Arts Department, Ron Takahashi. The hospitality programs are led by Dave Evans, who is the department chair in the Department of Hospitality and Tourism. The health program is led by the Dean of Health Sciences, Patricia O’Hagan. Finally, there is support staff under each of these individuals who assist in creating and running the C3T programs, including program instructors, and student assistants.

Question 7: What support services and other services were offered?

Support services are provided in the form of academic advising for some programs funded by the TAACCCT grant at KCC. For example, as part of the SHA program, counselors are invited to speak to the class regarding additional opportunities in healthcare, “On the last day we have counselors come in and share some of the opportunities they can experience in the Health Sciences so they have an opportunity to learn more about what the healthcare system has to offer.” SHA students reported they were also told about the Level 2 SHA course (which is being funded by the TAACCCT Round 4 grant received by KCC) and encouraged to enroll by instructors as part of the SHA course.

While support services and other services are provided through some C3T programs, the majority of grant funded programs do not provide additional advising services because they are geared towards workforce development and therefore academic advising services are not applicable. Despite this, 60% of GoCook! students indicated they received advising resources that otherwise would not have been available, as shown in Figure 4.

Figure 4. Student Reported Advising Services



Question 8: Was career guidance provided, and if so, through what methods?

Career guidance is provided to students both formally and informally as part of C3T programs. Staff involved with the GoCook! program reported providing informal career guidance, and one staff member said, “We have three instructors in our program providing training and guidance and they come from different parts of the food service industry. They are able to gauge each student's individual skills, ability, and aptitude. We help them make choices in terms of what kind of jobs they could get that would best match their personal ability.” Students in the GoCook! program echoed this, saying they receive informal career guidance “constantly” throughout the program. Of those GoCook! students completing surveys, 70% reported receiving career guidance through this program.

“The instructor said this is a step towards whatever medical field you want to go into.”

-SHA Student

In addition, several programs provided formal career guidance opportunities. For example, students in the Innovation Kitchen course discussed visiting local employers at the end of the class. Another career guidance activity through a C3T program is a small job fair held by the GoCook! program at the end of the training where employers are brought in to meet with students in a “speed dating” type setting. This was described by the GoCook! student assistant, who said, “The week of graduation the staff help students with a resume and interview skills. They bring in employers so the students can sit down and find out about the business and apply for the job.”

Question 9: What contributions did each of the partners make in terms of: Program Design, Curriculum Development, Recruitment, and Commitment to Program Sustainability?

Due to the nature of the programs developed or modified by the C3T grant, partner organizations were involved at different levels with the various programs. As noted previously throughout the report, partners were highly involved with program design and curriculum development in all three industry sectors. Specifically, for the culinary GoCook! program, employer partners assisted with developing the curriculum for the course to meet their needs. Recently, employers mentioned the need for a baking GoCook! course, so KCC staff worked with bakeries to design a version of the program that will generate graduates that meet local workforce needs of bakeries. In addition, with the SHA course, employees from the Department of Health and Department of Education were guest speakers during the course sharing their expertise in immunization, vector control, and privacy and confidentiality of health records.

Partner involvement was limited in terms of recruitment. A staff member from the Food Safety program did mention the involvement of industry partners with recruitment, saying, “The bigger employers are the only ones that really wanted us because they wanted everyone trained. We don’t do the recruitment. They set it up for us and we just bring the instructor there.” Increased industry involvement in student recruitment may be a method of increasing the number of students enrolled in C3T programs. Both the Department of Education and Department of Health helped with the recruitment of students for the SHA program. Public health nurses (employees of the Department of Health who oversee SHAs) contacted SHAs in their district to inform them about the training. In addition, the Department of Education provided a contact in the main office who alerted new SHA substitutes about the class at KCC.

In terms of commitment to program sustainability, KCC staff are hopeful that partners will provide funding for programs once the grant period is over, as mentioned during the project team focus group,

“As a university institution, we pilot but we can’t carry that program through the long term so we are working on potential funders and foundations so once we create this demonstration project they are willing to invest.”

Question 10: What factors contributed to partners’ involvement or lack of involvement?

The main limiting factor for industry partners’ involvement with C3T programs is time constraints. One partner from the hospitality industry said, “The industry is known for long days and long hours, so getting everyone to assemble is most difficult. We could participate more if things were done electronically rather than in person, but so much good comes out of that [meeting in person].” Although time was a limiting factor in their involvement, partners indicated they were pleased with their level of participation in the programs.

Question 11: Which factors from partners were most critical to the success of the grant program?

Unsurprisingly, program staff reported the most critical partner contributions to program success were those related to the development of new curriculum. One staff member involved with the SHA program mentioned, “Getting their perspective on what they thought the School Health Aide needed to know was the most useful aspect of working with the partners.” Partner involvement in curriculum development helped ensure that new programs address industry workforce needs, as stated by a staff member involved in the GoCook! program, who said, “We have a very good relationship with the food industry including hotels, restaurants, and institutional food services. When we designed our training program we knew exactly what they needed.”

“All of the DoH nurses have been working on curriculum development for free every two weeks. The industry was giving us many in-kind activities we couldn’t have done through the grant.”

-Project Team Member

Question 12: How did the project effort support institutional capacity building?

Faculty members expressed wishes for the sustainability of the new C3T programs as they are meeting critical needs in Hawai‘i. Some of the C3T programs, such as the gamification of the Host 101 course, will be sustainable once the grant ends, as one member of the project team described during the focus group, “The way we constructed the grant was to do all the front end stuff with the funding. None of the instructors are part of the grant, so when the grant ends they’re not out of a job. The way we’ve structured it the classes will be self-sufficient.”

Although some of the programs will be sustained after the grant funding ends, staff indicated additional funding is necessary to sustain some C3T programs. Specifically, staff members from the Food Safety, Innovation Kitchen, and SHA programs mentioned the necessity of additional funding for the continuation of the programs. Staff are hopeful that after the end of the grant period, industry partners will provide financial assistance to support the new programs. A faculty member from the Department of Health Sciences (where grant funding is being used to provide the course to students for free) said, “Once the grant ends, students will pay their tuition. If they can’t pay it, we are hoping the Department of Education would pay it.” In addition, a few staff members suggested a follow-up grant would be helpful for program sustainability, as one individual commented in an interview, “My wish would be to have a follow-up grant to consolidate and evaluate whether the model we created is appropriate.”

Goal 2: Department of Labor Summative Outcomes

DOL requires TAACCCT grantees to examine both educational and employment outcomes for students impacted by grant funding. These outcomes include the following: retention in program of study, completed credit hours, credential earned, enrollment in further education, employment after grant funded study completed, retention in employment after grant funded study completed, and wage increase in employment post-enrollment. Though the bulk of this component of the evaluation will be addressed in the Impact Analysis conducted in the final year of the grant, PRE collects supplemental data along the way to assist in the interpretation of results and provide context for findings. These data are presented in the sections to follow.

Education Outcomes

In terms of education outcomes, staff reported they are hopeful the programs will positively impact student academic outcomes. Specifically, staff in the hospitality program are hoping to see an increase in student retention because students are more engaged with course material due to the incorporation of gamification.

C3T program staff also mentioned students are enrolling in further education after completing their programs. A staff member from one of the culinary programs said, “One student from the last class wanted to continue on with school and is pursuing an associate’s degree. Another student opted to enter into our three year apprenticeship program.” Furthermore, 90% of students participating in the GoCook! program indicated they plan to enroll in further education. SHA program staff reported that of the 75 SHAs that enrolled in SHA class between June 2014 and June 2015, 58 were permanent SHAs and 17 were substitute SHAs. One hundred percent (100%) of the permanent SHAs completed the class and 82.4% (14) of the SHA substitutes completed the course. Forty-eight percent (48.3%) of the permanent SHAs and 17.6% of substitutes went on to complete the SHA Level 2 class. SHA substitutes must work for 1 year as a SHA to be eligible to enroll in SHA Level 2 which may account for the low enrollment of substitutes. One of the permanent SHAs is enrolled at Leeward Community College taking pre-requisites for the nursing program. She has become a certified nurse aide.

Employment Outcomes

Data collected on the GoCook! student survey show that none of the three GoCook! students employed at the time of the survey had received a wage increase after beginning the program. However, one student indicated they anticipate receiving a salary increase in their current employment once they completed the GoCook! program.

In meeting with the C3T project team, PRE learned that the team is hopeful that students from the SHA program who move from temporary employment to permanent employment will be counted towards the “entered employment” outcome for DOL reporting. Regardless of whether or not this is approved by DOL, this movement of SHAs from temporary to permanent employment is considered a success for the C3T program. Of the 14 SHA

“This program is a great opportunity for our students and people who are taking advantage of this. It is helping those who are entry level to get and maintain a job, and helping those who are already employed to advance.”

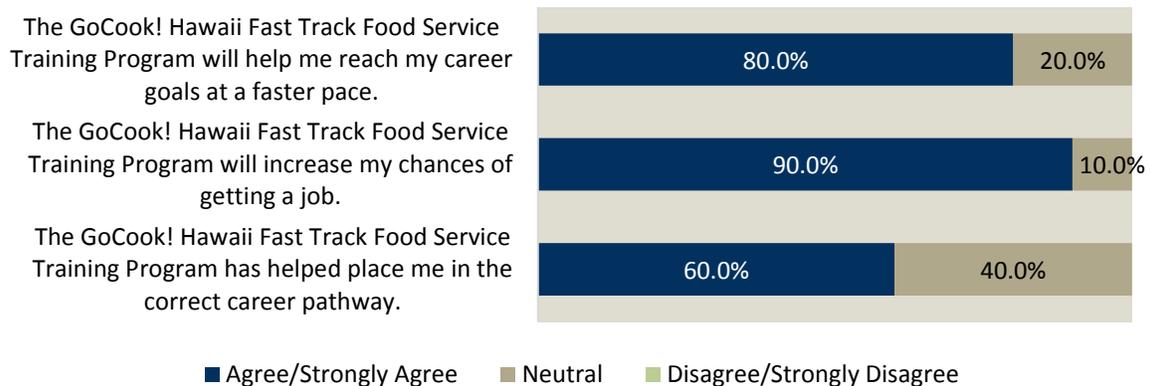
-Culinary Staff Member

substitutes that completed SHA course, 50% are now permanent SHAs employed by the Department of Education.

Figure 5 presents feedback from the GoCook! student survey regarding employment outcomes. Most students believe their participation in the C3T funded program will increase their chances of getting a job, and 80% agreed the program will help them reach their career goals at a faster pace. One student who is already employed indicated they anticipate a salary increase upon completion of the program. Staff involved with the GoCook! program supported these ideas, and one staff member said, “The students I have spoken to that have graduated have gotten employment and they seem to be really happy.”

Figure 5. Expected Employment Outcomes

(n=10)



Impact Analysis Plan

As part of the third party evaluation of the KCC TAACCCT grant, PRE will be conducting an Impact Analysis of student educational and employment outcomes of interest to DOL. The following section details our current plan for the Impact Analysis. Due to the fact that participants are enrolled in C3T programs based on eligibility, it is not possible to conduct an evaluation using random assignment. We have therefore decided to compare outcomes for participants in grant funded training programs with either historical or concurrent comparison cohorts. The chosen comparison groups are similar to the treatment groups on key dimensions such as learning outcomes of the program, potential credential attainment, and certifications conferred in the program. For some C3T programs, there is no viable comparison group, therefore outcomes for students in these programs will be evaluated without comparison. In addition, non-credit courses at KCC do not involve the collection of student Social Security Numbers (SSN), which is a necessary piece of information for collecting employment data. For this reason, employment data will not be evaluated for non-credit programs and their comparison groups. Table 3 below lists the proposed comparison group for each C3T program and outcomes that will be compared, as data are made available to PRE.

Table 3. Impact Analysis Plan

C3T Program	Proposed Comparison Group	Comparison Type	Available Outcomes
GoCook!	Employment Training Center Food Service Training Program	Historical Comparison	Completion, Credential Earned, and Enrollment in Further Education
Innovation Kitchen	No Comparison Available	N/A	Completion, Credential Earned, Retention in Program of Study, Enrollment in Further Education, Entered Employment, Retained Employment, Wage Increase
Food Safety	No Comparison Available	N/A	Completion, Credential Earned
Hospitality APC	No Comparison Available	N/A	Completion, Credential Earned, Enrollment in Further Education, Entered Employment, Retained Employment, Wage Increase
Host 101 with Gamification	Host 101 without Gamification	Concurrent Comparison	Completion, Credential Earned, Retention in Program of Study, Enrollment in Further Education, Entered Employment, Retained Employment, Wage Increase
SHA	Long Term Care/Nurse Aide Certificate	Concurrent Comparison	Completion, Credential Earned, Enrollment in Further Education, Entered Employment, Retained Employment, Wage Increase

Summary

Results of the evaluation activities showed that industry partners played a significant role in the development or modification of the C3T programs, which were designed to address industry needs in Hawai'i. This connection with the industry was mentioned as a strength of the C3T project by both KCC staff members and industry partners. Other strengths of the programs included improved student outcomes, meeting workforce needs, program-specific strengths, and program flexibility. There were also several program constraints discussed, including aspects of the grant structure, low student enrollment, program-specific challenges, and obstacles to completion.

In terms of services offered to students through the C3T programs, career guidance was offered more frequently than academic advising because academic advising services are not applicable to many of the programs. Despite this, 60% of GoCook! students completing the survey indicated they received advising services through the program that otherwise would not have been available. Career guidance is offered both through formal activities as well as informally through C3T programs. The GoCook! program, for example, provides a small job fair for students at the end of the program as well as constantly providing guidance to students on what types of jobs they may be well suited for.

The role partners played in helping design C3T programs was the most critical to the success of the programs. In addition to contributions to program design and curriculum development, industry partners also played a small role in recruitment, and KCC staff are hopeful they will help with program

sustainability once the grant period is over. This is essential as more funding will be required for the continuation of some of the C3T programs.

The majority of the second evaluation goal (examining summative outcomes) will be addressed through the Impact Analysis in the final year of the grant. Preliminary results from data collection thus far show student improvement in both education and employment outcomes. Regarding education, staff reported that students are enrolling in further education after completing C3T programs, which is an outcome of interest to DOL. In terms of employment, students in the GoCook! program reported they are anticipating their involvement in the program to positively impact their chances of getting a job and reaching their career goals at a faster pace. These expectations are supported by staff who report students are gaining employment after participating in C3T programs.

Evaluation Insights

Given the results of the evaluation thus far, PRE would like to offer the following insights regarding the C3T programs and the evaluation of this project.

1. KCC successfully developed strong relationships with local industry partners at the beginning of the grant and has maintained these partnerships through the implementation of the programs. Being receptive to workforce needs has allowed KCC to create programs that produce graduates who will meet the needs of employers who will be more likely to hire graduates of C3T programs. It may be beneficial for KCC to request more recruitment assistance from industry partners in order to increase student enrollment in C3T programs.
2. Results from the evaluation emphasize the importance of keeping program sustainability at the forefront of grant conversations. The faculty of several programs mentioned that without additional funding the programs will not be sustained. Since the C3T programs are serving critical needs in Hawai'i, it is important that they are sustained after the end of the grant. Team members may want to explore the possibility of industry partnerships for funding as well as applications for additional grant funding.
3. There were a couple of barriers to the third party evaluation process starting with a delay in the hiring of the third party evaluators. This initial delay led to an inability to collect data from students who went through the programs early in the grant period. Additionally, the IRB approval process was initiated in June, 2015, and authorization to move forward with the evaluation was not granted until February, 2016, which further delayed the evaluation. The original IRB approval that was obtained in February, 2016 lasts for one year and will need to be renewed in February, 2017 in order to continue to collect data. Given the extensive amount of time required to gain the original approval, PRE recommends preparing for the renewal several months in advance in order to avoid a lapse in ability to collect data for the final evaluation report.
4. A final comment regarding the evaluation is that some of the C3T programs are more heavily represented in this interim evaluation report than others. We suggest collecting additional data from students in the hospitality programs, particularly the APC as no data has been collected on this program thus far. In addition, it would be useful to collect more data from students involved with the Innovation Kitchen program.

Appendix A. Project Team Focus Group Questions

1. Can you tell us about the steps that were taken by the institution to create and/or run this training program?
2. Can you summarize how programs have or will be improved or expanded using grant funds?
3. What is the administrative structure of the program?
4. How was the curriculum for the programs selected or created?
 - a. How is it being used?
5. What are your expectations for students in the funded programs?
 - a. How do you expect this program to affect TAA-eligible individuals? (e.g., re-entry into the workforce, fast completion)
6. At this point, what contributions have partner organizations made in terms of program design and curriculum development?
 - a. What level of involvement would you like to see from partners over the course of the grant?
7. At this point, what would you identify as the strengths of this training program?
 - a. How about the weaknesses?
8. Thinking long term, what are your goals for program sustainability?

Appendix B. Culinary Partner Interview Questions

1. Can you start by talking about how you have been involved in the Food Innovation component of KCC's grant over the past year?
 - a. Employee participation
 - b. Any input/feedback on training content?
2. How have your employees been impacted by this program at KCC?
 - a. How many have been through the training?
 - b. Additional expectations for how this training will impact your company?
3. How do you see this program impacting the culinary industry in your region?
 - a. Would you recommend the training to another organization?
4. Are there other culinary certificates or trainings that could benefit your employees?
 - a. Suggestions for additional training from KCC?
5. What was the most positive element of the training offered by KCC?
6. Do you have suggestions for improving this training in any way?
7. Do you have any other comments about the training received by KCC?

Appendix C. Hospitality Partner Interview Questions

1. Can you start by talking about how you have been involved in the Hospitality component of KCC's grant over the past year?
 - a. Have you contributed to the design of the program or curriculum?
 - b. Have you provided input on coursework to be offered?
 - c. Assisted with recruitment?
2. What factors have contributed to your level of involvement in the Hospitality component of KCC's program? Are there things that have made it easier or more difficult for you to participate?
 - a. Would you like more or less involvement in the coming year?
3. How do you anticipate your employees will be impacted by this program at KCC?
 - a. Any input/feedback on course content?
 - b. Does what they are doing make sense for industry?
 - c. Additional expectations for how this will impact your company?
4. How do you see this program impacting the hospitality industry in Hawaii?
5. What are the strengths of program development at this point in time?
6. What are the barriers or challenges to the development of this program at this point in time?
7. Do you have any other comments about this program at KCC?

Appendix D. Staff Interview Questions

1. Can you briefly explain your role in the C3T program at KCC and how long you have been involved?
2. What do you see as the strengths of the program at this point in time?
3. How does the program prepare students for entry into the field?
4. In what ways is this program a good fit for workers who have been displaced from jobs in the field?
 - a. How about for those workers just entering the field?
5. What, if any, advising resources have been made available to students through this program?
6. Can you discuss how students have received career guidance through the program?
7. What has been the most useful aspect of working with Industry Partners for this program?
8. What are the areas for improvement in the program at this point in time?
9. What are your wishes for sustainability of this program?
10. Do you have any additional comments about the C3T program?

Appendix E. GoCook! Student Survey

1. Are you currently employed?

- Yes
 No

If you answered **No** to the previous question, please move on to question 5.

2. Are you currently employed in the culinary industry?

- Yes
 No

3. I anticipate a salary increase at work upon completion of this program.

- Yes If yes, how much per hour? _____
 No

4. I have already received a salary increase at work because of my enrollment in this program.

- Yes If yes, how much per hour? _____
 No

Please respond to each statement below by indicating whether or not it applies to you.	Yes	No
5. I was already or planned to be a KCC student before I enrolled in the GoCook! Hawaii Fast Track Food Service Training Program at KCC.	<input type="radio"/>	<input type="radio"/>
6. I was already employed in the culinary industry before entering into the GoCook! Hawaii Fast Track Food Service Training Program at KCC.	<input type="radio"/>	<input type="radio"/>
7. I intended to pursue a career in culinary regardless of these offerings at KCC.	<input type="radio"/>	<input type="radio"/>
8. I plan to pursue additional education after completion of the GoCook! Hawaii Fast Track Food Service Training Program.	<input type="radio"/>	<input type="radio"/>
9. I have received career guidance through the GoCook! Hawaii Fast Track Food Service Training Program.	<input type="radio"/>	<input type="radio"/>

CAREER AND EDUCATION PLANS

Please tell us how much you agree/disagree with each statement regarding your career and educational plans.	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
10. I plan to pursue a career in the culinary industry.	<input type="radio"/>				
11. I plan to pursue a career in the culinary industry in Hawaii.	<input type="radio"/>				
12. I believe there is a local demand for workers in the culinary industry.	<input type="radio"/>				
13. I am more likely to pursue a career in culinary since participating in the GoCook! Hawaii Fast Track Food Service Training Program at KCC.	<input type="radio"/>				
14. I am more likely to get a local job in the culinary industry because of my participation in GoCook! Hawaii Fast Track Food Service Training Program at KCC.	<input type="radio"/>				

PROGRAM FEEDBACK

Please tell us how much you agree/disagree with the following statements about the GoCook! Hawaii Fast Track Food Service Training Program at KCC. The GoCook! Hawaii Fast Track Food Service Training Program at KCC...	Strongly Agree				
	Agree				
	Neutral				
	Disagree				
	Strongly Disagree				
15. ...has helped place me in the correct career pathway.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. ...has provided advising resources that otherwise would not have been available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. ...has assisted me in choosing course that are aligned with my career path.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. ...will increase my chances of getting a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. ...will help me reach my career goals at a faster pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. ...is the only program of its kind in the region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Do you anticipate completing the GoCook! Hawaii Fast Track Food Service Training Program at KCC?

- Yes
- No

If no, what will prohibit you from completing the program? _____

22. What are the biggest obstacles to program completion? _____

Thank you for completing this survey! We appreciate your feedback.

Appendix F. Student Focus Group Questions

1. How did you hear about this program offered through KCC?
2. What are your career plans in this field?
3. Were you employed prior to starting this program?
4. What type of opportunities have you received in the field because of your participation in this program?
5. Do you think your involvement in this program will increase your chances at gaining employment in this field?
6. What kind of career guidance has been provided through this program?
7. Do have you any additional education plans following this program?
8. Have you received any advising services have you received while in this program?
 - a. How was your experience?
9. What do you think the biggest barriers might be in completing this program?
10. Do you have any suggestions for improving the program?
11. Do you have any other comments?