Annual Assessment
PROGRAM REVIEW REPORT
for
ETC Programs
Student Services
for
Fiscal Year 2005 - 2006

November 1, 2006
Program Review Health Indicator Summary

ETC Programs
Student Services
for Fiscal Year 2005 - 2006

Overall Program Status

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
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Overall Program Demand

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<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
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Overall Program Efficiency

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<tr>
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Overall Program Outcome

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<thead>
<tr>
<th>Healthy</th>
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### Abbreviations and Acronyms Used in this Program Review

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ABRF</td>
<td>Auto Body Repair and Finishing</td>
</tr>
<tr>
<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
</tr>
<tr>
<td>C.N.A.</td>
<td>Certified Nursing Assistant</td>
</tr>
<tr>
<td>CO</td>
<td>Construction Occupation</td>
</tr>
<tr>
<td>DOE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>DVR</td>
<td>Department of Vocational Rehabilitation</td>
</tr>
<tr>
<td>ES</td>
<td>Essential Skills</td>
</tr>
<tr>
<td>ESL</td>
<td>English Second Language</td>
</tr>
<tr>
<td>ETC</td>
<td>Employment Training Center</td>
</tr>
<tr>
<td>FAMCO</td>
<td>Facilities Maintenance and Construction</td>
</tr>
<tr>
<td>FY</td>
<td>Fiscal Year</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act of 1974</td>
</tr>
<tr>
<td>GED</td>
<td>General Education Diploma</td>
</tr>
<tr>
<td>ICA-H</td>
<td>Introduction to Culinary Arts – Honolulu</td>
</tr>
<tr>
<td>ICA-W</td>
<td>Introduction to Culinary Arts – Windward</td>
</tr>
<tr>
<td>JAS</td>
<td>Job Assistance Services</td>
</tr>
<tr>
<td>NCR</td>
<td>National Cash Register</td>
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<tr>
<td>OAT</td>
<td>Office Administration and Technology</td>
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<tr>
<td>OS</td>
<td>Office Skills</td>
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<tr>
<td>SIS</td>
<td>Student Information System</td>
</tr>
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<td>TABE</td>
<td>Test of Adult Basic Education</td>
</tr>
<tr>
<td>UI</td>
<td>Unemployment Insurance</td>
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</table>
Sources of Information for this Program Review

The information sources for this report are:

1. The ETC Student Information System Database
2. The 2000 U.S. Bureau of Censes data
3. ETC program information.
Signature Page

Faculty review and coordination for this report was provided by:

__________________________________________  ETC Faculty

__________________________________________  ETC Program Coordinator

Administration review to this report was provided by:

__________________________________________  ETC Director

__________________________________________  Chancellor

Angela Meixell

Program information and research for this report was prepared by:

__________________________________________  ETC Registrar

Geri Imai

__________________________________________  Director, Office of Institutional Research

Jeffrey W. Hunt
Considerations for ETC Program Reviews

The Employment Training Center offers non-credit vocational training programs designed to ease the transition to the workforce and prepare individuals for academic and/or professional careers. These programs operate year-round and have frequent entry and exit dates (at least one per month). The durations of the programs range from 3 weeks to 17 weeks. The training programs are terminal by design.

In addition to our programs, ETC is able to create, modify, and design customized workshops and courses tailored to meet the needs of Hawaii’s employers and the dynamic changing labor market.

As such, ETC programs do not generate data in semesters, majors, SSH’s, transfer rates, persistence or other indicators used in credit-based program review. ETC intakes may also bridge fiscal years, i.e. a training program with an intake in June (with a course completion in September) may bridge into the next fiscal year; consequently, enrollment data for these training programs will not be detailed in this report.

The indicators used in this program review report have been modified and re-labeled to reflect the nature of ETC training programs.
ANNUAL ASSESSMENT REPORT

ETC Student Services

Fiscal Year 2005 – 2006

Prepared by
Letitia Oshiro
ETC Student Services Coordinator
November 1, 2006
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ETC Student Services, Fiscal Year 2005 – 2006

**College Mission Statement**

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

**ETC Mission Statement**

The Employment Training Center is committed to serve the community by providing short-term, career-focused education and training in a flexible, learner-centered and supportive environment.

**Student Services Mission Statement**

Student Services is committed to fostering a caring learning environment and providing services that support student achievement of personal, academic, employment and career goals.

**Summary of Student Services**

ETC programs are designed to assist non-traditional students finish high school or obtain a GED, upgrade skills, obtain employment, join the military, or continue on to post-secondary education. As such, ETC offers a wide range of services designed to assist all students throughout their educational experience. These services include admissions counseling; assessment; vocational, academic and personal counseling; self-development workshops and seminars; internships; and job assistance services.

ETC counselors serve a “high risk” population with multiple barriers to success including those who are:

- economically, socially, or culturally disadvantaged
- emotionally, physically, or intellectually challenged
- academically or vocationally under prepared
- unemployed and underemployed
- alienated

Our students range in age from 16 – 70 + years and include single parents, welfare recipients, alienated and/or pregnant teens, immigrants, retirees, injured workers, displaced workers and homemakers, ex-offenders, the incarcerated, the homeless, and recovering substance abusers.
While the community colleges have similar students to those at ETC, each ETC student is at risk. Each one is struggling with barriers to success: problems with family, relationships, finances, health and/or physical, emotional, and intellectual challenges. Without the continuous counseling services and support they receive at ETC, these students might get lost in the traditional educational setting.

**Part I  Mission, Purpose and Goals**

**Admissions**

Our mission is to process applications for admission and to provide students with an orientation prior to the commencement of classes.

**Goals:**
- Provide students with information on the admission process and requirements
- Provide students with an Orientation session prior to the start of classes

Unlike community college students who either pay their own tuition or apply for financial aid, ETC Students are referred to our job training programs by an agency or sponsor that pays for the student’s tuition, books, and fees. We have very few walk-ins.

**Records**

The Records Section under the jurisdiction of the Registrar is committed to the maintenance of student records and documents, the processing of the Record of Training and handling information requests as allowable under FERPA guidelines.

Upon successful completion of the program, students receive a Certificate of Competency and a Record of Training.

**Goals:**
- Timely and accurate processing of applications for enrollment
- Providing reports (Record of Training) to all students meeting the minimum standard of competency

**Counseling**

ETC’s mission for counseling is to provide assistance to students in defining and accomplishing personal, academic, and career goals and to help students understand the processes involved to achieve these goals.

Counseling is an active and positive part of each student’s program. Counselors establish regular and frequent schedules to meet with all students throughout their training programs. Personal and academic counseling assists students to overcome barriers and to
succeed in their programs. Career Counseling and job placement services help students to clearly define and reach their employment or other training goals.

Support services including workshops and seminars on such topics as professional imaging, dressing for the job interview, time management, study skills, budgeting, career and vocational interest assessment, and goal setting are provided throughout the program training period. Activities are coordinated with instruction to bring the real world of work to the students.

Goals:
- Help students transition into training programs
- Assess student needs and provide services or make referrals
- Provide on-going counseling

Job Assistance Services

Job Assistance Services strives to support workforce development by providing career and job readiness services for our students, faculty, and community.

Job Assistance Services work closely with instructors, program counselors, and employers to facilitate job placement. In addition to workshops and individualized counseling, resources such as Career Access provides online job readiness tutorials in completing applications, writing resumes, preparing cover letters, getting ready for interviews, and job search skills; the Career Kokua software available through the State Department of Labor and Industrial Relations offers information on market trends, earning expectations, career pathways and career exploration. A resource library, an employer job bank, copies of the Help Wanted Classified ads, a job search computer lab with internet access, and email notification of job openings are additional services available to students. Service learning and internship training opportunities also play an important role in helping students to obtain employment.

Because ETC offers lifelong job placement services to students who complete their training programs, instruction and counseling are directed towards helping the student define and attain realistic employment goals. Assessment of basic skills, work values, career preferences, interests, and learning styles provide useful information to students and instructors to monitor progress towards the realization of students’ goals.

Goals:
- Assisting students with developing career plans,
- Creating an effective resume and cover letter,
- Improving interview skills,
- Completing applications,
- Maintaining personal data,
- Demonstrating proper dress,
- Understanding work ethics and attitude,
- Learning telephone techniques, and
actively engaging in the pursuit of a job.

Part II. Quantitative Indicators for Program Review

Quantitative indicators for admissions can be judged by the number of telephone inquiries received from prospective students, the number of Agency Authorization Referral Forms submitted by agency and high school counselors, the number of applications processed, and the number of students registered in programs.

Counselor Evaluation forms (available in the ETC Director’s office), the number of counseling appointments, workshops presented, completed resumes and cover letters as well as those who complete practice interviews and job applications, and the number of students attending classes, further quantify the numbers.

Goal: Matriculation Services/Student Access

Because ETC is unique in serving the community by providing short-term, career-focused education and training to assist non-traditional students with vocational non-credit classes, a few will matriculate on to four year colleges.

Measures:

1. Ethnicity/Gender Distribution:

Hawaiians/Part Hawaiians at 30% (same as last year) and Filipinos at 13% (down from 17% last year), make up the largest percentage of ETC’s student population. Given the at risk population that ETC serves, the Hawaiian/Part Hawaiian population also represents the highest ethnic grouping of students who do not go on to the traditional 4 year college according to the 2000 US Bureau of Censes.

With the Gender distribution:, Males make up 50% and females 45% of total enrollment, the difference is attributed to the lack of data.

2. ETC does not issue degrees; but issues Certificates of Professional Development or Certificates of Competency for articulated programs (ABRF only) for students who attain 80% of program competency. 79% of students terminated from the programs attained program competencies during FY 2005-2006.

3. ETC does not differentiate between resident/non resident in their tuition charges. All students are charged the same fees regardless of their residency status.
4. ETC does not offer Federal Financial Assistance Programs. However, the majority of ETC students have tuition and program fees supplemented or sponsored by a third party agency or grant. Of the 1,284 students enrolled during FY 2005-2006, 28% are sponsored by the Department of Vocational Rehabilitation and Private Rehabilitation Agencies. 13% are funded under a contract with the Department of Education for at-risk youth.

5. Annual headcount trends:
   a. 2002-2003: 1408
   b. 2003-2004: 2107*
   c. 2004-2005: 1582
   d. 2005-2006: 1284

* The increase in headcount for 2003-2004 was due to a contractual Math Refresher course offered for the construction industry.

6. ETC does not operate on a semester basis but operates with multiple entry dates for the various programs. The number of applicants who were enrolled in ETC programs during FY 2005-2006 was 1,284 students.

7. Because ETC provides training to a large number of at risk student, we do enroll a large number and percentage of students with disabilities: During FY 2005-2006, 354 students or 28% of our total student population were

Goal: Retention Services/Student Progress

Measures:

1. Number and percent of students who report that counselors helped them achieve or make progress toward their goal.

   Counselor evaluations are considered confidential and are reviewed by the ETC Director. However, because ETC is non credit and cannot use the CCSSE results like the rest of the Community Colleges, a WCC Student Institutional Survey was conducted in Fall 2005 for accreditation purposes and these are the results that are being provided:

   a. Concern of my counselor/academic advisor for my success
      77 total students surveyed
      41 or 53.2% = Excellent
      20 or 26% = Satisfactory
      7 or 9.1% = Less than Satisfactory
      2 or 2.6% = Poor
      8 or 10.4% = Unable to Judge

   b. Help of my counselor/academic advisor in setting my goals
77 total students surveyed
39 or 50.6% = Excellent
21 or 27.3% = Satisfactory
7 or 9.1% = Less than Satisfactory
2 or 23.6% = Poor
8 or 10.4% = Unable to Judge

Goal: Transition Services/Student Services

Measures:

There were three general funded counselors providing services to students. Of the 1,284 students enrolled at ETC during FY 2005-2006, 559 students were enrolled in special programs leaving 725 students attending programs covered in the ETC catalog. This results in a counselor to student ratio of 1:242 students during the year.

Enrollment services are handled by 2 general funded staff for both special programs and programs offered in the catalog. The enrollment services staff per student ratio is 1:642.

Part III. Assessment Results

Admissions: No actual survey has been done. However, most programs have entry dates scheduled as frequently as every two weeks and the remaining programs at least once a month. Auto Body Repair and Finishing and Facilities Maintenance and Construction, due to the nature of the course instruction, usually have intake dates every other month.

Because of the frequency of intake dates, TABE (Test of Adult Basic Education) testing is scheduled three times a month with testing times offered in the morning and in the afternoon. (Students from DOE identified as special need or at-risk and referrals from DVR are not always held to the recommended TABE test results for entry into programs.) ETC counselors review DOE transcripts and school counselor evaluations or discuss prospective student’s goals and limitations with rehabilitation counselors to assess the fit of our programs to the student’s goals or the accommodations that must be made to assist the student with attaining his or her goal. Once TABE test are taken and results recorded for programs requiring the testing (Office Skills does not require TABE scores prior to enrollment), students are given the next available start date. These dates are often within a week or two of their first contact with ETC and are sufficient.

Registration and Records: The Student Information System (SIS) provides data on the number of students who enroll and terminate from ETC programs, and the number who complete the program and attain competencies. This system is a DOS based program that poses challenges to maintain as technology continues rapidly improving and changing
literally over night. It does, however, have the flexibility of generating reports specific to the needs of ETC as a non-credit training center.

In FY 2005-2006, 1,284 students were enrolled. Of this number 725 were enrolled in programs listed in the program catalog, the remainder were enrolled in special programs. There were a total of 1,272 students terminated. For the regular programs, 713 students terminated and 564 attained program competencies or 79% of the students. Individual programs competency attainment rates are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Terminated</th>
<th>Attained Comp.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABRF</td>
<td>122</td>
<td>109</td>
<td>89%</td>
</tr>
<tr>
<td>OS – Computers</td>
<td>158</td>
<td>148</td>
<td>94%</td>
</tr>
<tr>
<td>Nurse Aide</td>
<td>41</td>
<td>36</td>
<td>88%</td>
</tr>
<tr>
<td>CO</td>
<td>12</td>
<td>10</td>
<td>83%</td>
</tr>
<tr>
<td>Ecal</td>
<td>8</td>
<td>7</td>
<td>88%</td>
</tr>
<tr>
<td>ES</td>
<td>48</td>
<td>35</td>
<td>73%</td>
</tr>
<tr>
<td>ESL</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>FAMCO</td>
<td>29</td>
<td>24</td>
<td>83%</td>
</tr>
<tr>
<td>ICA-H</td>
<td>85</td>
<td>29</td>
<td>34%</td>
</tr>
<tr>
<td>ICA-W</td>
<td>65</td>
<td>49</td>
<td>75%</td>
</tr>
<tr>
<td>Keyboarding</td>
<td>80</td>
<td>76</td>
<td>95%</td>
</tr>
<tr>
<td>OAT</td>
<td>64</td>
<td>41</td>
<td>64%</td>
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Counseling/Academic Advising: Quarterly program reviews showing the number of students enrolled and the number of positive completions are annually provided to the Program Coordinators and the Director’s office. This information is shared with the instructors and program counselors to identify areas that need improvement.

Counselors assigned to the Trades programs have occasionally been called upon to “stand in” for instructional staff, called upon to pick up or shuttle supplies, or close down operations for the programs in cases where manpower or supplies have been short. This practice will need to be reviewed to determine if counselors have been utilized in the most productive manner to assist students.

Job Assistance Services: The Job Placement and Retention Services program changed its name during FY 2005-2006 to Job Assistance Services. The name change better reflects services provided to students and graduates of ETC programs.

Program Health Indicators for the 2004-2005 were utilized to indicate employment and retention data because the UI data that is captured usually one quarter after an individual has found employment. The placement percentages for some of the programs tend to be on the low side partially due to the fact that DOE students will skew the numbers because this population is focused on earning high school credits rather than on employment. The retention rates on the other hand are probably a truer picture of the results because the adults tend to have a more stable work history and will tend to remain on the job.
Program Completers Placement %
ABRF 26 1 4%
FAMCO 71 36 51%
ICA-W 36 15 42%
ICA-KPT 22 8 36%
OAT 49 26 53%
C.N.A. 158 103 65%
OS-Computer 187 109 58%
Keyboarding 89 48 54%
E-Cal 21 16 76%

A Retention Specialist was added to the staff during the previous fiscal year but there seemed to be a lack of direction focused on retention services and a knee injury kept the staff member out for 3 months of last fiscal year. The Retention Specialist is also assigned to spend one day at the Dillingham Oahu Work Links office in the Resource Center. This fulfills the Community College’s contribution as a mandatory partner for the Workforce Investment Act’s requirements and the One Stop Center concept.

Services in the retention area will need to be assessed and a plan put into place with guidelines and objectives that need to be achieved. More emphasis may need to be made towards developing employer contacts and on site visits to make it easier to contact students or obtain status reports on student progress.

The need to fill the Student Services Coordinator’s position may have added to the lack of direction and confusion, as one of the general funded counselors was doubling as the Acting Coordinator. The position has since been filled and the entire program along with the statistics generated is being reviewed.

**Part IV. Analysis of Program**

Monthly staff meetings keep the department updated on new developments, policies, procedures, and new non-credit programs. This practice will continue with additional meetings convened as deemed necessary.

**Admissions:** In the past confusion has occurred because a few agencies were sending the Agency Authorization and Referral Forms for part time programs directly to the program instructors rather than to Admissions, and verbal acceptance by the instructor was occurring while waiting for the authorization forms to be submitted. This would result in a student attending class before being properly registered and admitted into the program.

Admission and registration for some Special Programs also encountered problems with required registration documentation lacking, Agency Authorization Referral Forms not submitted, or registration forms not being submitted to the Registrar’s Office for entry
into the SIS on a timely basis. Procedures will be adopted to lessen the chances of this type of problem occurring.

Records: SIS provides adequate data for enrollment, termination, and completion. However, the reporting is only as accurate as the data provided by students. ETC will need to determine if and how the BANNER system will be able to meet its needs and provide the type of data required.

Counseling: The ETC Counseling Department serves all ETC students and is staffed with three program counselors, a job placement counselor, a three-quarter time retention specialist, an educational assistant, a registrar, and two clerks. The Student Services Coordinator’s position has been filled and a fourth program counselor was hired in August 2006. The addition of these two positions should enhance the quality and services provided to students. Of these 11 positions, however, only 6 are paid from General Funds, the rest are funded under special programs. The Retention Specialist position was cut from full time to three-quarter time the beginning of FY 2006-2007 when special funds were reduced. Student Services is at risk of losing seasoned staff to more permanent funded programs as was the case with the loss of a senior clerk earlier this year to a general funded position at Honolulu Community College.

The counselors are evaluated regularly however there seems to be some confusion as to the process and who distributes and collects the forms as different programs have different methods of accomplishing this task. The Student evaluation of their program counselor is sent to the ETC Director’s office for statistical tabulation.

Job Assistance Services: Job Assistance Services provides an invaluable service to students beginning with an introduction during new student Orientation, expanded with the addition of Career Access, reinforced with the addition of four new Job Club computers, and continuing with on-going counseling that culminates with job placement. More time will need to be devoted to developing, establishing and serving the employer customer so that activities such as on the job training may be developed with Oahu Links for qualified students and internships can be developed for our at-risk population.

Part V. Plan for Improvement

Admissions: Student Services has developed it’s mission statement and as such is committed to fostering a caring learning environment and providing services that support student achievement of personal, academic, employment and career goals.

Communication and discussion will continue with Program Coordinators to ensure that copies of agency referral forms and the proper registration documentations will be forwarded to Student Services on a timely basis. A suggestion will be made to Program Coordinators that the counselors or the registrar’s office needs to be notified of any additions or new enrollments to their programs as soon as an agency commits to sending a student to training. If reducing the occurrence of incomplete registration forms requires
that Student Services staff travel to locations outside of the Student Services Office, this may be arranged with sufficient prior notification. The end result will then enable counselors and Admissions to be aware of the entry of new students or the re-registration or extension of continuing students into the regular programs as well as the special programs offered.

Records: As mentioned earlier, the SIS is a system that is proving harder and harder to maintain with the continuous changes and upgrades in technology. The system has provided ETC with a major portion of the data that is required and can be modified to provide data that some programs may want to capture. A study of BANNER’s capabilities is being conducted to see if the BANNER system might be able to provide the non-credit data that ETC requires or to see how the information can be captured if Banner is implemented for ETC.

Student Services will also start to implement the separation of student action forms and other non-required documents currently being maintained in a student’s official record. It is anticipated that this task will be completed within a few days. Certain staff members in Admissions and Records will also be attending a FERPA training session to be conducted within the next two weeks.

Counseling: The Student Services Coordinator’s position has been filled and the addition of a program counselor should help to bring some stability to the counseling program. This stability will hopefully allow counselors more time to go into career exploration and counseling with individual students and prepare them for their employment and career goals. Due to the limited programs ETC is currently able to offer, some students are forced to attend programs that they might not have any interest. Until the expansion of course selection becomes available, counselors will need to guide students through their program with the larger picture becoming the students ability to work towards becoming prepared for the education and training required to attain their future employment and career goal.

With the number of students referred to us from the Department of Vocational Rehabilitation and the private rehabilitation companies, it would be a positive move for our counselors to learn to assist this population by becoming familiar or more familiar the Dependable Strengths process of identifying strengths in each individual.

Job Assistance Services: The Job Assistance Services counselors start to introduce themselves to students by becoming a part of the new student Orientation process. Counselors conduct Aloha Workshops for students nearing the end of their training period and provide the student with helpful hints, pointers and practices the student will need to remember when starting to do job search. In April, the web-based Career Access program was incorporated into Integrated Academics and exposes students to an on-line tutorial that covers the five areas that a job seeker needs to be familiar: Applications, Resumes, Cover Letters, Interviews and Locating a Job. Feedback will be obtained through a survey conducted to measure the success or difficulties students are experiencing with the use of the program.
A proposal for federal monies under the Carl D. Perkins and Technical Education Improvement grant was submitted and funds approved to purchase four state of the art computers for the Job Club. These computers were recently delivered and set up for students use. In the future, it would be beneficial to see if the Job Club could be moved to a larger area with more space available and the computers set on proper computer tables. The staff is currently spread out between three separate cubicles.

Many of our students are part of the “at-risk” or “high risk” population that includes those who are unemployed or underemployed, displaced homemakers or displaced workers, on public assistance and economically disadvantaged, or socially and culturally disadvantaged, proper work or school attire becomes a major issue. JAS has a “Clothes Closet” of donated attire mainly for female students. Students who need clothing items just need to ask to see the closet and may take whatever items needed for their use. A few items of men’s clothing are available and donations continue to be accepted to help students with their clothing needs.

A Workforce Development Fund was proposed with the purpose of obtaining employer cash donations to be held in an account for use by students who need help with interview or work clothes, a bus pass, limited work tools, or other employment related items. It is a one time application and can only be used once by a student. Walmart Pearl City donated the first $1000 to the fund and JAS staff will be contacting other employers to increase participation.

Because we do have many students with disabilities, some staff time could be spent specifically developing relationships with employers who may be willing to consider these students for on-the-job training or internship where they may be able to prove themselves to the employer and reduce some of the apprehensions the employer may have about hiring employees with disabilities. Along these lines staff familiarity with the Dependable Strengths process will assist staff to tailor a resume focusing on the individual’s core talents, skills and abilities rather than on the jobs done in the past that the student is no longer able to perform due to injury.

Part VI. Budget Implications

Admissions: To continue and improve on the level of services Student Services provides during registration, adequate funding is necessary to cover the cost of paper supplies from the three part color coded NCR forms that document student information entered into SIS, the special Certificate forms issued to students who complete their training to the printer cartridges used to print the forms. In addition the printing costs and supplies for the annual program catalog that announces and recaps the tuition and book costs, the schedule of intake, contact information, and information on program learning objectives are necessary to advertise and promote our programs to the agencies that send their clients to ETC. TABE supplies are costly and an adequate supply of the test material
must be made readily available. Photocopy cost along with the fax machine supplies are always another costly item and the fees attached to the maintenance of the ETC website.

Records: The Record of Training is generated after the termination information is complete, and the goldenrod completed by the instructor. The Record of Training cardstock is a special order item from the supplier.

Counseling: Funding for permanent, general funded, 11-month, tenure track positions would be ideal for the department and would provide more stability for those paid using special funds. Additional funding may be required for supplies, equipment, mileage, in­service training and workshops to keep counselors informed of changes in the field or training in new processes.

Job Assistance Services: JAS expends a lot for supplies provided to the students through its services. Students are provided with high quality paper for resumes’ and allowed to print several copies; each staff has a color printer used to announce job openings, workshop flyers, and job search colored portfolios; website maintenance costs for Career Access; the costs to subscribe to Career Kokua; diskettes for students who wish to keep a copy of their resume; and flyers for job fairs.