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Outcomes Measurement and Management System

Mission Services

CY 2024

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Contents

EXECUTIVE SUMMARY

MISSION AND VALUES

Alabama Goodwill Industries, Inc., (AGI) established in 1927, provides services to unemployed individuals with mental and physical disabilities, as well as other disadvantages. AGI covers a 38-county territory in Central to North Alabama and is associated with Goodwill Industries International, the world's oldest and largest work-oriented rehabilitation program, which began in 1902, by Methodist Minister, Dr. Edgar James Helms in Boston, Massachusetts.

Made possible through generous donations, the ***mission*** of Alabama Goodwill Industries, Inc. is to strengthen communities, eliminate barriers to opportunity, and to help people reach their full potential through learning and the power of work.

AGI is led by a standardized set of ***guiding principles*** and ***core values*** that drive performance. Through donations and purchases at AGI's thrift stores, mission programs help people to obtain and retain gainful employment and provide education and training programs resulting in greater potential for self-sufficiency.

SCOPE OF MISSION

To achieve its mission, AGI provides an array of workforce development strategies to assist people in preparing for, entering and/or reentering employment. AGI's mission is delivered through workforce and employee development services.

AGI strategically positions Career Centers in 4 locations throughout AGI's territory. The Career Centers offer job preparation, job development, placement and retention services through referral by a number of community partners such as Alabama Department of Rehabilitation Services/Division of Vocational Rehabilitation, United Ways (A-RESET program), Housing Authority of Birmingham District – Ready to Work Program, Smithfield Choice Housing Program, Bessemer Housing Authority – Youthbuild Program and several other sources.

AGI's mission integration programs focus on the development and support of team members in life skills and career development. Good Partner Coaches work with each team member to achieve personal and career goals as identified in an Individualized Development Plan. In 2024, AGI launched its Role Model Worker program for team members which designates proficiency in basic work skills including but not limited to attitude, critical thinking, digital literacy, team work, to name a few. This designation provides demonstration of skills valued by the business community.

FUNDING

As a social enterprise, the majority of AGI's mission programs are strategically self-funded through revenue generated in the retail/donated goods business lines. The Employment Develop programs are also partially funded through agreement with Birmingham City Schools.

EMPLOYMENT DEVELOPMENT SERVICES

Employment Development Services (EDS), the subject of this outcomes measurement system, provides work readiness, and work-based learning for students with disabilities in transitional programming and as referred through Birmingham City Schools. Goals and approaches are individualized and focused on reducing employability barriers while training at Goodwill. The two major components of the program are Job Readiness Training and Work-Based Learning.

Upon entry, a Job Readiness Scale is completed by the Workforce Development Specialist to establish a baseline skill set for each student. Each student rotates through workstations such as hanging, sorting, material handling, donation door, wares and electrical and is paid a bi-weekly stipend equivalent to $7.25 per hour for all productive work.

Once in program for one week, the Individual Employment Plan is completed outlining the target work skills identified as needing improvement on the Job Readiness Scale. Each student attends a weekly one-hour session for employability skills training that includes interviewing skills, proper dress, digital time records, and digital job applications, to name a few.

Upon completion of the cohort period, the Job Readiness Scale is repeated by the Workforce Development Specialist. The comparison of the two scales permits an evaluation of skills gain.

PROGRAM CRITERIA

All referrals must meet the following AGI general admission conditions:

- At least 16 years of age at the time of entry;
- Provide proof of identification and eligibility to work in the United States;
- Demonstrate willingness and or ability to participate in vocational services;
- Have a disability, disadvantaging condition, or skill deficit that constitutes a barrier to employment;
- Referred through Birmingham City Schools or a community-based partner with whom AGI holds an MOU for work-based learning;
- Provide documented information concerning the disability that accurately reflects his/her ability to participate in vocational services and employment;
- If assistive devices are required, then the participant must be trained and adept in its use;
- Behavior is under control and not a danger to themselves or others;
- If subject to seizures, must be medically controlled;
- If substance abuse is primary disability, participant must be enrolled in treatment or have completed a treatment program;
- Be monitored by a qualified medical professional when necessary;
- Must be independent in self-care needs; and
- Must provide or arrange their own transportation.

OUTCOMES MEASUREMENT AND MANAGEMENT

The Outcomes Measurement and Management System is completed annually on the accredited program, Employment Development Services, and is intended to determine effectiveness, efficiency, accessibility, and satisfaction of stakeholders. To adequately evaluate these factors, demographic data is collected for participants served to ensure that the program demonstrates no bias, unintended or otherwise.

Additionally, the system incorporates a review of critical incidents, grievances and complaints and reviews the application of guidelines to protect participant rights while in the program. Finally, the system conducts an internal review of all invoices and associated payments to ensure integrity of billing for services rendered and reviews the business functions deemed critical to the stability of mission programs.

CRITICAL INCIDENTS

It is the policy of AGI to ensure a safe and healthy work environment for people served and team members. The Rights, Health and Safety Policy of the agency sets forth that the agency is committed to protect and promote the rights, health and safety of those served, including personnel, and will provide a workplace free of recognized safety and health hazards. There were no critical incidents of participants recorded during the reporting period for 2024.

FORMAL COMPLAINTS

The Standard Operating Procedure for Participant Grievance encourages participants to report when their rights have been violated or have other grievous concerns regarding service delivery or program participation. The SOP dictates that all grievances will be addressed swiftly and quickly. There were no complaints or grievances filed by participants during the reporting period for 2024.

PARTICIPANT RIGHTS

AGI maintains a strict policy to ensure that all participants served are advised of their rights and responsibilities when in program in a manner that is meaningful to the participant. All participants have the basic right to be treated with dignity and respect at all times. There were no grievances filed regarding violation or infringement of participant rights during the reporting periods for 2024.

DEMOGRAPHICS/STATISTICAL DATA

2024

The following Demographic Data is based on the total number of participants/clients referred for Employment Development Services-Work-based Learning program.

Total Served	
Birmingham City Schools, Spring, 2024	12
Brimingham City Schools, Summer, 2024	8
Birmingham City Schools, Fall, 2024	7 (Active)
ADRS, The Transition Team	6
Total	**33**

Age Group	Number	Percentage
15-17	11	34%
18	12	36%
19 and over	10	30%
Gender	**Number**	**Percentage**
Female	10	30%
Male	23	70%
Other		
Race	**Number**	**Percentage**
Asian or Pacific Islander		
Black or African American	28	85%
White or Caucasian	2	6%
Hispanic	2	6%
Unspecified	1	3%
Disability	**Number**	**Percentage**
Visual Impairment		
Hearing Impairment		
Learning Disability		
Developmental Disability	33	100%
Neurological Disability		
Psych/Emotional Disability		
Other Physical Disability		
Multiple Disabilities		
Unspecified Disability		

PROGRAM OBJECTIVES

Program Effectiveness – Program Completion

Objective: Maximize Program Completion

Measure: The percentage of participants completing the cohort cycle will be greater than 85%.

Calendar Year	Enrollments	Completions	Percentage
2022	24	24	100%
2023	12	12	100%
2024	26	24	92%

Results: Eleven (11) students participated in the Spring Cohort, eight (8) in the Summer Cohort, and seven (7) students in the Fall, 2024 cohort. Of the total served 92% completed their cohort. The program achieved this objective.

Recommended Action: Continue to build the capacity of the program to serve more students.

Program Effectiveness – Goal Completion

Objective: Maximize the completion of stated objectives in the Workplace Readiness Plan.

Measure: The percentage of program participants who complete the cohort cycle and their workplace readiness plan will be greater than 85%.

Calendar Year	Enrollments	Goal Achievement	Percentage
2022	24	24	100%
2023	12	12	100%
2024	20	18	90%

Results: In 2024, 90% of students achieved their stated objectives as indicated in their Individual Service Plans. All students that began the Fall cohort and continued into the Spring cohort completed their planned program. One student from the Summer cohort withdrew from the program.

Recommended Action: The standardization of the curriculum in the classroom portion of the program has allowed the program a more consistent analysis of effectiveness. Continue to monitor effectiveness of the program.

Program Effectiveness – Skills Gain

Objective: Maximize the capacity of the program to impact workplace readiness for program participants.

Measure: The percentage of program participants who demonstrate skills gain based on the entry and exit workplace readiness scale will be greater than 85%.

Calendar Year	Enrollments	Goal Achievement	Percentage	Avg Skills Gain
2024	20	18	89%	18%

Results: This is a new objective beginning in 2024. In 2024, 18 of 20 students completed their program. Of those completers, 16 (89%) received higher scores on their workplace readiness scale at the conclusion of program. The average skills gain of these was 18% demonstrating that an average of 5 point increase in the scale of 40. The greatest increase was 14 points and the least was 1 point.

Recommended Action: Continue to monitor the effectiveness of the program in preparing students to enter the workforce.

Program Efficiency – Initial Measurement

Objective: Reduce the time in program between start date and time of initial evaluation of workplace readiness.

Measure: Ensure that the initial evaluation of workplace readiness occurs within 4 days of program participation. (Week 2, Day 1).

Year	Assessments	Timely Completion	Result
2024	8	8	100%

Results: This is a new objective beginning in 2024. Based on the review of records, all initial assessments were complete on the 4th day of participation.

Recommended Action: Continue to monitor the efficiency of the program to identify needs as students begin programming, allowing for team members to focus on the areas of concern.

Program Impact

Objective: Increase the impact of completion of the WBL program.

Measure: The number of program completers who enter employment or a transitional program such as Project Search will be greater than 75%.

Year	Completions	Successful Entry	Result
2024	3	3	100%

Results: This is a new objective beginning in 2024. Three of the 12 students served were in their last year of eligibility for school and were transitioning out. All three were successfully transitioned to positions within the Project Search Programs.

Program Accessibility

Objective: Maximize Access to Services

Measure: Increase the accessibility of the program to reach more Birmingham City Schools students.

Year	Distribution
2024 (Baseline Year)	Woodlawn HS – 2 Huff HS – 2 A.H. Parker HS – 2 Wenonah HS - 1

Results: CaseWorthy has the necessary data points to track this measure. Intake forms sent prior to orientation for completion by the school staff have added this data field for completion to indicate the school of origin.

Recommended Action: Continue to monitor distribution.

Program Satisfaction - Participant

Objective: Maximize Participant Satisfaction with their program
Measure: The percentage of participants completing the cohort cycle who express satisfaction or strongly agree with their program will be greater than 50%.

Calendar Year	Participants	Positive Response	Percentage
2022	24	-	-
2023	12	-	-
2024	16	16	100%

Results: A 2024 Cohort Survey was conducted at the conclusion of the Winter and Summer Term.

Program Satisfaction - Stakeholder

Objective: Maximize Stakeholder Satisfaction with the program
Measure: The percentage of stakeholders who express satisfaction or strongly agree with the program will be greater than 75%.

Calendar Year	Stakeholders	Positive Response	Percentage
2023	2	2	100%
2024	2	2	100%

Results: The 2024 Survey of Stakeholder Satisfaction was completed verbally again this year due to the minimum number of referral sources.

Recommended Action: Continue to complete personalized surveys until such time as efficiency dictates a digital or virtual format.

Business Function

Objective: Minimize the cost of operation and subsequent agency subsidy for the Work Based Learning program

Measure: The expense to revenue ratio of the Work-based learning program will not exceed 150%.

Pool: BCS Transition Students

Period of Measure: Annual

Data Source: Mission Services Financial Reports

Calendar Year	Revenue	Expenses	Ratio
2024	$29,534.60	$44,058.15	167%

Results: This is a new objective beginning in 2024. In 2024 calendar year, the program received a total of $29,535 in fee for services, and pass-through wage reimbursement and the expenses were just over $44,000 resulting in an Expense to Revenue ratio of 167%. Alabama Goodwill subsequently subsidized this program in the amount of $14,524 through retail and donated goods revenue.

Recommended Action: The VP has had significant discussion with BCS to discuss a remedy as the costs of the program far exceed the revenue. The 2025 Budget for the BCS program is currently set at 155% E/R, excluding indirect and management expenses.

SUMMARY OF FINDINGS

Program Highlights

The Work-Based Learning program is a valued and important program for students with disabilities and at-risk transitioning out of school and into the world of work. Work-based learning is serving youth in transition and performing well.

A significant number of students served in 2024 completed their program and successfully achieved their stated objectives. The demographic make-up of program enrollments suggests that the program is serving an under-served population in the Birmingham area and does reflect that the program is the targeted referral for people with developmental disabilities.

Extenuating/Influencing Factors

The program has seen staff turnover in 2024. A new team member was hired in late 2024 to work with the students from Birmingham City Schools. It continues to be the desire of the program to achieve staff stability in this program.

Referrals to the program for 2024 were less than budgeted and expected. Following the Fall term census, a discussion was initiated with BCS to investigate potential alternative funding and/or increase in referrals to ensure that the program continues to be financially viable.

Action Plan

1) Focus on increasing the referrals for the Work-Based Learning program in 2025.
2) Continue to focus on program and staff stability.
3) Continue to monitor the timely implementation of satisfaction surveys for both participants and stakeholders to ensure that the program is obtaining timely input and feedback into the program elements and impact.