

**HAWAI'I COMMUNITY COLLEGE
UNIT ANNUAL REVIEW REPORT**

Apprenticeship Program

Date 2018-10-11

**Review Period
July 1, 2016 to June 30, 2017**

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

UNIT DESCRIPTION

Describe the Unit	
<p>Provide the short description as listed in the current catalog.</p>	<p>Hawaii Community College’s Apprenticeship Program is outlined in Hawaii’s Apprenticeship Law (Hawaii Revised Statutes 372-6 – Related instruction) where it states that the University of Hawaii Community Colleges are assigned with the related instructional responsibilities, or the classroom components for apprenticeship programs that are recognized and approved by the State of Hawaii’s Department of Labor and Industrial Relations (DLIR).</p> <p>The Apprenticeship Coordinator runs the program with oversight from the OCET director and support from the OCET staff that provide assistance with registration, purchasing, and hiring of instructors. The instructional faculty for apprenticeship is comprised of casual hires who are; regularly employed in a specific union trade; College faculty hired on an overload basis, or retired personnel who have the work skills and experience to train apprentices.</p> <p>Apprenticeship is a system of “learning while earning” and “learning by doing”. It combines on-the-job training with related and supplemental instruction provided by University of Hawaii Community Colleges. The apprenticeship system of training is distinctly unique where industry, education, and government are all active partners in this training endeavor.</p> <p>Each apprenticeship program is individualized by a specific trade or craft skill (carpenters, electricians, plumbers, sheet metal workers, etc).</p>
<p>Provide and discuss the unit’s mission (or goals and objectives if no unit mission statement is available).</p>	<p>The mission of Hawaii Community College’s Apprenticeship Program is to not only comply with the requirements of Hawaii’s Apprenticeship Law (Hawaii Revised Statutes 372-6 – Related instruction) that states: Related instruction for apprentices and training of teachers and coordinators for the instruction shall be the responsibility of the community colleges of the University of Hawaii system, but to also provide quality instruction and hands on training to the apprentices. Training is delivered in a professional manner by instructors regularly employed in a specific union trade, college faculty, or retired individuals who have the work skills and experience to train apprentices.</p>

Comprehensive Review information

Provide the year and URL for the location of this unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2014
URL	OCET - APPRENTICESHIP PROGRAM
Provide a short summary regarding the last Comprehensive Review for this unit. Discuss any significant changes to the unit since the last Comprehensive Review that are not discussed elsewhere in this review.	<p>The last 3-yr. report was based on the period from July 1, 2010 to June 30, 2014. There were no major changes with the class programming system during this period. All apprenticeship classes were coordinated and offered based on the request(s) of a Sponsor.</p> <p>Since 2010 however, it was noted that there was a decline in the amount of classes offered compared to the previous 5 years of the program, during which the building industry was experiencing a construction "Boom". This decline was a reflection of a reduction in training needs of the Sponsors, who recruit apprentices according to the demands of the workplace. During the 2010-2014 time period, the construction industry remained at a slow pace and unemployment rates remained relatively high.</p> <p>Given the past ten years, it is now known that the apprenticeship program has a very high tendency to expand or contract in direct relation to the ups and downs of the overall economy. This level of volatility is directly connected to the level of construction activities which generally fluctuate with the economy.</p> <p>There were no major changes made to program planning procedures during the 2010-2014 period nor during the "boom years", the system of class planning and implementation did not identify systematic problems to warrant procedural changes.</p> <p>Therefore, it is believed that the program planning system is able to accommodate large class and enrollment changes. However, the volume of classes to coordinate does become a workload concern as well as a budget concern due to the additional requirements for tools and materials to support the larger classes.</p>

QUANTITATIVE INDICATORS

ARPD Data

IF ARPD data is available for the unit, please attach a copy of the ARPD data and submit with the Unit Review document.

If no ARPD data is available for the unit, please provide and discuss relevant and/or comparable data as available from the unit's records.

a) If you will be submitting the Unit Review document in hard copy, print and staple a copy of the ARPD data tables, if available, or other unit data as applicable, to the submission; the icon to print the ARPD data tables is on the upper right side, just above the data tables.

OR

b) If you will be submitting the Unit Review document in digital form, attach a PDF copy of the ARPD data tables, if available, or other unit data as applicable, along with the digital submission; the icon to download the ARPD data tables as a PDF is in the upper right side, just above the data tables.

Unit ARPD data, if available, can be found on the ARPD website:

<http://www.hawaii.edu/offices/cc/arpd/>

ANALYSIS OF THE UNIT'S DATA

Describe, discuss, analyze, and provide context for the unit's data.	
Discuss, analyze, and provide context for the unit's ARPD health scores in the Demand, Efficiency, Effectiveness, and Overall Health categories as applicable.	<p>The Apprenticeship Program, while it is considered a college unit, is in reality an instructional service provider. The program services those apprenticeship training programs that have been approved by the Apprenticeship Council, as outlined in the Hawaii Revised Statutes, Chapter 372 Apprenticeship Law.</p> <p>In addition, student/apprentice enrollment, curriculum and coursework for the training classes provided at any of the University of Hawaii Community Colleges Apprenticeship Training Programs, are controlled by each of the individualized apprenticeship programs that are recognized by the State of Hawaii's Department of Labor and Industrial Relations (DLIR) and approved by the Apprenticeship Council. Therefore, the Apprenticeship Coordinators do not have the ability or the authority to increase enrollments, make changes to curriculum or develop additional course work to meet perceived increased needs within the community or related industries.</p> <p>The Demand, Efficiency and Effectiveness indicators are not applicable to the Apprenticeship Training Program due to the simple fact that we do not control enrollment, student retention</p>

	<p>and advancement to Journey person. This function is under the direction of each individual trade’s apprenticeship programs. Enrollment or indenture of apprentices is also controlled solely by each union trade or approved apprenticeship-training program. As an instructional service provider, the Hawaii Community College’s Apprenticeship Training Program ensures that the classroom and workshop spaces meet the requirements for each of the requested courses and that the necessary tools and equipment for “hands-on” instruction are in operable condition and up to date. The program coordinator also insures that the instructors are provided with up to date curriculum and materials for their coursework and that accurate attendance records are kept and that attendance reports and final grades sheets are submitted to each trade apprenticeship program coordinator.</p>
<p>Describe, discuss, analyze, and provide context for unit data that was collected based on its specific operations and functions. Examples could include, but are not limited to, work logs and activities records, meeting and session records, and any other relevant internal or external data, as appropriate.</p>	<p>NA</p>
<p>Describe any trends, and any internal and/or external factors that are relevant to understanding the unit’s activities during the review period.</p>	<p>There were no major changes made to program planning procedures during the AY2016-2017 period. However, there has been a continued increase in apprentice enrollment during the Fall 2016 semester and the Spring 2017 semester. This can be attributed to the continued robust economy and strong construction sector on Hawaii Island. This has equated to an additional 15% increase in enrollment in apprenticeship training program from 2015-2016 semesters. This increase in enrollment does become a workload concern as well as a budget concern due to the additional requirements for tools and materials to support the larger class sizes, the increase in instructors being paid by the college, as well as the availability of adequate workshop spaces for the “Hands on” portions of numerous courses. The current designated apprenticeship shop</p>

	spaces are not adequate to handle the increased class sizes and limits the productivity and instruction for the apprentices.
Discuss other strengths and challenges of the unit that are relevant to understanding the unit's activities during the review period.	

Report and discuss all major/meaningful actions and activities that occurred in the unit during the review period. For example:	
Changes to the unit's services, functions, and/or operations.	NA
Changes to the clients it serves (students, faculty, staff, community, UH System etc.).	NA
Personnel and position additions and/or losses.	No personnel changes during this period.
Other major/meaningful activities, including responses to previous CERC feedback, if applicable.	

Describe, analyze, and celebrate the unit's successes and accomplishments. (For example, more students were served OR the unit successfully integrated new strategies/technologies.)	
Discuss what the unit has been doing well that needs to be maintained and strengthened.	<p>The apprenticeship training program, with its emphasis on “learning while earning” and “learning by doing”, has continued a tradition of completing work projects for the Hawaii Community College Campus and the community. The apprenticeship program has continued this tradition with several work projects during the AY2016-2017 such as; the plumbers and electrician apprentices completing the repair work of the kilns for the ceramics program, the carpentry/drywall apprentices installing a new acoustical ceiling in the career counseling center and the masons installing a concrete pad for the plumber’s workshop so that they could install a new split ac trainer. The Masons also cut openings in the concrete walls that surround the AC units for Bldg. 388 in order to help increase circulation and reduce heat accumulation that was affecting the AC unit operation. These types of Hawaii Community College and Community based apprenticeship work projects are an integral part of the program as they not only benefit and enhance the training for the apprentices but also fosters “good will” between the related trades, their apprentices and the community college and community.</p>
<p>Validate these successes by discussing positive improvements in the unit.</p> <p>Please provide evidence if applicable (ex: unit data reports, relevant URL links, etc.).</p>	<p>These types of work projects provide additional “learning by doing” educational opportunities for the apprentices where they can hone their knowledge and skills under the direct supervision of an instructor whom is able to provide immediate feedback and additional instruction throughout the work process. This type of “learning by doing” experience, coupled with focused instructional feedback, is not typically achieved in the high paced and task completion structure of the everyday union jobsite.</p> <p>While the typical “hands-on” class instruction consists of several carpentry projects that are structured to impart a specific set of skills, the work projects are, by their nature, not skill set specific and demand that the apprentices utilize all of their skills to complete the project which also</p>

	promotes teamwork among the apprentices in order to complete the project.
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Describe, analyze, and discuss any challenges and/or obstacles the unit has faced.

Identify and discuss the unit's challenges/obstacles.	<p>The fundamental factor affecting the Hawaii Community College's Apprenticeship program still remains which is the lack of adequate classroom and skills workshop spaces. This limitation is especially evident when enrollment continues to increase due to the robust economy and greater demand for apprentices in the trade unions. In order to provide effective, quality and consistent training and education for the apprentices, as mandated by Hawaii's Apprenticeship Law, we must be able to provide adequate classroom and shop spaces that can accommodate the cyclical upswings in enrollment.</p> <p>At the present time, the Hawaii Community College Manono campus is limited in its ability to provide additional classroom and workshop space for the apprenticeship training program. Or we are not allowed access to existing shop spaces that would help us to provide the required hands-on training. While the apprenticeship program does have designated shop and yard spaces these are currently inadequate due to the increased enrollment and the limited size of the shop and/or electrical service. In addition, numerous shop spaces are dilapidated and unsafe in their current condition. Most of the projects can be completed by the apprentices as part of their training but additional funding for materials is required. The Kona apprenticeship program is also extremely limited in terms of shop space and yard areas. The Kona courses are currently conducted at the Konawaena High School Construction Academy shop, the Kealakehe High School that provides us a small yard space and use of classrooms and at the Palamanui campus for courses that are classroom based with no hands-on work.</p> <p>In order to rectify this situation, we have also put forth several proposals for temporary workshop and classroom</p>
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	<p>space that would be located in the apprenticeship yard at the Manono campus and in the overflow parking area at the Palamanui campus. These projects would provide the additional classroom space and hands-on workshops desperately needed by both of the programs. However, while the Palamnaui project has been provided funding it is tied in with the new Physics lab thus limiting progress on the project. The plans for the Manono campus temporary structures have been submitted to the Systems Office but we are still awaiting approval.</p>
<p>Discuss changes and actions taken to address those challenges.</p>	<p>The modular containerized shop and classroom spaces have been designed in order to better meet the needs of the program. These modular containerized buildings are temporary structures that can be assembled and disassembled/relocated as required and would be located in the designated apprenticeship open work sites. The construction of these temporary modular containerized shop and classroom spaces would be completed by the different apprenticeship programs and would provide invaluable “learn by doing” training as well as additional workshop and classroom spaces for the apprenticeship training program in Kona and Hilo. In addition, we have proposed to replace the dilapidated truss and metal roof at the masons training area. This would provide additional shop and classroom space for the masons and other trade programs.</p>
<p>Describe and explain the results of these actions.</p>	<p>The modular containerized shop and classroom space plans and budgets have been presented to the administration for review and funding request. The goal was to begin this project during the 2016-2017 semester, however, we are still awaiting approval from the Systems Office and additional funding in order to complete this project. The dilapidated trusses and metal roofing at the masons training area is schedule to be worked on during the Spring 2018 semester but we are also waiting for additional funding support.</p>

<p>Discuss what still needs to be done in order to successfully meet and overcome these challenges.</p>	<p>Approval and additional funding.</p>

UNIT ACTION PLAN

<p>Discuss the unit's prior year's (AY14-15) action plan and results.</p>	
<p>Describe the unit's action plan from the prior review period and discuss how it was implemented in AY16-17.</p>	<ol style="list-style-type: none"> 1. Work with the existing and new apprenticeship instructors to assess the current instructional materials, guidelines and codes of conduct, shop space and work area rules and class attendance and participation requirements for the apprentices so the we can determine where changes, improvements and enhancements are required in order further enhance the training programs for the apprenticeship trades in order to insure that we are providing the best quality instruction. Research the feasibility of transferring the Apprenticeship Program from the Kealakehe High School campus to the Palamanui campus 2. Work on Improving the training facilities, tools and equipment at the Manono campus in order to better serve and train the apprentices. 3. Relocate the apprenticeship training facilities on the west side, currently located at the Kealakehe High School, to new facilities on the Palamanui Campus.

<p>Discuss the results of the action plan and the unit's success in achieving its goals.</p>	<p>Work with the existing and new apprenticeship instructors to assess the current instructional materials, guidelines and codes of conduct, shop space and work area rules and class attendance and participation requirements for the apprentices so the we can determine where changes;</p> <p>This goal has also been adopted by each of the individual trades apprenticeship training programs thus we have been working in unison to update the training materials, tools and equipment, codes of conduct and attendance. The unions have also been implementing new codes of conduct for their instructors as well and have been providing training for their existing and new instructors.</p> <p>We have seen a significant reduction in unexcused absences, late arrival to classes and an increase in apprentices coming to class better prepared with proper attire and PPE (Personal Protection Equipment).</p> <p>Work on Improving the training facilities, tools and equipment at the Manono campus in order to better serve and train the apprentices.</p> <p>During the Fall 2018 semester we have been able to complete a much needed electrical upgrade for the Plumbers Union workshop in Bldg. 390 through a collaborative effort with the HawCC EIMT program. This upgrade has dramatically improved the instructional capacity of the shop space by providing the additional electrical service so that they can incorporate more sophisticated AC and Refrigeration training units into their instructional program.</p> <p>Unfortunately, we are still awaiting approval from the Systems Office for the proposed modular container classroom and shop spaces for the carpenter's apprenticeship program. Therefore, we are still very limited in shop facilities and classroom space yet we have seen a 15% increase in enrollment.</p>
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Relocate the apprenticeship training facilities on the west side, currently located at the Kealakehe High School, to new facilities on the Palamanui Campus.

Discussions and planning sessions were conducted with the Director of the Palamanui Campus, Marty Fletcher and the landscape consultant Calley O’Nielle. It was determined that the best course of action, due to the limited classroom space and non-existent shop spaces on the Palamanui campus, would be to design temporary modular containerized shop and classroom spaces for the apprenticeship programs. The designs were developed by the apprenticeship program coordinator Richard Cowan and reviewed by Marty Fletcher and Calley O’Nielle. Three containerized design concepts were agreed upon by the team and the material budgets for each design were calculated and presented.

The containerized shop and class spaces would be erected by the cooperative effort of the different trade union apprentices and would not only provide real world and hands on training but also provide new shop and classroom spaces at the Palamanui Campus. The plans and proposals were submitted to the Chancellors’ office and was then put forth as part of a legislative budget request for Palamanui.

The legislature did provide funding for the module classroom and shop spaces but included this within the physics lab funding. Thus, there has been little forward movement on this project as it has been tied to the much larger physics lab project. However, we were informed that the grading and stubbing out of water and electrical pipes and conduits has been approved and is scheduled to be completed sometime in the Spring 2018 semester.

However, we are still awaiting approval from the Systems Office for the temporary modular container buildings. Once these are approved then we can proceed with the architectural plans and permits.

Discuss any challenges the unit had in implementing that action plan or achieving its goals.	The primary limitations to the implementation of the action plan for AY16-17 has been the delay in approval for the proposed temporary modular workshops for both the Palamanui and Manono campuses.
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- Did the unit review its website during AY15-16? Please check the box below that applies.

Reviewed website, no changes needed.

Reviewed website and submitted change request to webmaster on _____(date)_____.

Reviewed website and will submit change request to webmaster.

X Unit does not have a website.

NOTE: Apprenticeship should have a website that is tied with OCET in order to continue community outreach and provide a space to further promote and highlight activities.

Please note that requests for revisions to unit websites must be submitted directly to the College's webmaster at <http://hawaii.hawaii.edu/web-developer>

Discuss the unit's overall action plan for AY17-18, based on analysis of the unit's data and the overall results of unit outcomes assessments conducted during AY16-17.	Benchmarks and Timelines for implementation and achievement of goals.
<p>Action Goal 1: The Apprenticeship Program Coordinator has worked with the Director of EDvance and the Chancellor to get the Hawaii Community College registered with the RACC (Registered Apprenticeship College Consortium) in order to help with the development of a college degree pathway for the apprentices we serve as well as open up the college's ability to tap into federal funds that are available for the enhancement and development of existing and new apprenticeship programs. The goal would be to continue with our work on developing the college degree pathway for our apprentices and journey persons</p>	<p>Benchmarks/Timelines: Complete curriculum review by the end of the Spring AY 2018-2019 semester. Seek the ATS degree pathway approval for all apprenticeship trades by Fall 2019.</p>

<p>who have completed their apprenticeship training and education with the Hawaii Community College. We have selected the ATS (Associate in Technology Studies) degree as the most suitable degree pathway for the diverse apprenticeship trade programs we serve. We will continue to seek the required reviews and approvals of the course curriculums for each trade we service and outline the core requirements that will be required in order for the apprentices to receive this degree.</p>	
<p>How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?</p> <p>This action will allow the program to provide a degree pathway for all of the apprenticeship trade programs we serve. By accomplishing this goal, the Hawaii Community College's Apprenticeship Training Program will not only help to increase the college's enrollment and graduation rate by promoting this degree pathway to all of the former apprentices served by the program and those that are about to complete their training but also assist those that have never considered attaining a college degree to do so. While many of the apprentices have chosen the trades as their career pathway, for many varied reasons, obtaining their first college degree through the Hawaii Community College apprenticeship degree pathway could be the catalyst that elicit their desire to continue with their higher education path that could ultimately open up new career options and opportunities leading to greater earning potential and economic security.</p>	
<p>Action Goal 2:</p> <p>Continue working on the approvals and funding for the proposed modular temporary workshop and classroom spaces for the both the Palamanui and Manono campuses as well as the repair work to the Mason's training area.</p>	<p>Benchmarks/Timelines:</p> <p>Approval for these proposed structures by the end of the Spring 2019 semester. Begin Construction by the Fall 2019 semester.</p>
<p>How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?</p>	

In order to provide the best training possible to the apprentices we must ensure that the facilities are update and expanded in order to provide adequate dual purpose shop and classroom spaces.

Action Goal 3:

Relocate the apprenticeship training facilities on the west side, currently located at the Kealakehe High School, to new facilities on the Palamanui Campus.

Benchmarks/Timelines:

Dependent on approval and funding but goal would be Spring 2020 semester.

How can this Action Goal lead to improvements in unit services, functions, or operations, and support attainment of the unit's outcomes (UOs)?

By relocating the apprenticeship training programs on the West side of Hawaii Island to the Palamanui campus we will be able to better serve the apprentices by providing workshop and classroom spaces that are specific to the apprenticeship training program with the required tools, equipment and classrooms consolidated into one location, with the exemption of the Konawaena shop space, so that the instructors will have the instructional tools, materials and resources centralized and be better able to work cooperatively with each other which will allow for greater continuity to the program and provide consistent and more professional instruction for the apprentices.

RESOURCE IMPLICATIONS

NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.

Please provide a brief statement about any implications of or challenges with the unit's current operating resources.

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For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	<p>The current training area for the Masons Apprenticeship Training Program is in disrepair with rusted roofing, rotted and termite damaged rafters and continual leak issues in areas where power tools are utilized as part of the training program. This poses a real health and safety issue for the apprentices and instructors.</p> <p>The training area requires new rafters, perlings and metal roofing in order to resolve these safety issues.</p> <p>In addition, the limited shop and classroom spaces for the apprenticeship training program. Primarily for the Carpenters Apprenticeship program. The addition of the modular containerized workshops and classroom spaces will help rectify this situation and provide the needed additional workshop and classroom spaces.</p>
Include estimated cost(s) and timeline(s) for procurement.	<p>Masons' Workshop Space; Trusses and New Metal Roof</p> <p>Materials: \$12,650.00</p> <p>Labor: To be provided by apprentices as work project.</p> <p>Carpentry Additional Shop Space; Modular Containerized Shop and Classroom Space.</p> <p>Materials: \$16,567.00</p> <p>Labor: Provided by the apprentices</p> <p>Desk Upgrades for the Carpentry Classrooms</p> <p>Estimate: \$8,456.00</p>
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

UNIT OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on unit outcomes (UO) assessments conducted in AY 2016-17.

Unit Outcomes Assessed

- List all unit outcomes assessed during AY 2016-17.

Assessed Unit Outcome #	Unit Outcome Text
	Presently the Apprenticeship Training Program does not have a set of unit outcomes. However, we are currently working with the Institutional Assessment Coordinator to develop an assessment plan that is suited for the unique structure of the Apprenticeship Training Program.

Assessment Strategies

For each UO assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>unit work or activity assessed</u> , including unit service records, client satisfaction surveys, and other types of assessment instruments.	
a description of <u>who conducted the assessment</u> , (e.g., an individual unit faculty/staff member, <u>OR</u> a group of unit faculty/staff).	

a discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards used in the assessment.	
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Expected Levels of Achievement

- For each unit outcome (UO) assessed in AY 2015-16, indicate the benchmark goal for unit success.
 - example 1: “85% of students surveyed will rate the unit’s services as meeting or exceeding their expectation”;
 - example 2: “95% of service requests will be completed on time and to the satisfaction of the requester.”

Assessed UO#	Benchmark Goal for Unit Success for Each UO Assessed

Results of Unit Assessments

For each UO assessed in AY 2015-16:	
provide a <u>description of the assessment results</u> in terms of unit’s attainment of the UOs.	NA

Other Comments

Include any additional information that will help clarify the unit’s UO assessment results.	
Include comparisons to any applicable College or	NA

<p>related UH-System service-unit standards, or to any national standards from industry, professional organizations, or accrediting associations, as applicable.</p>	
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Next Steps – Assessment Action Plan

Describe the unit’s intended next steps to improve assessment of the UOs based on the unit’s overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for revisions to assessment practices, and/or service or operational change, or increased student support:

<p>Changes to assessment practices, activities, or projects.</p>	
<p>Modifications to the unit’s services, functions, operations, client relations, and/or faculty/staff professional development activities over the next 3 years.</p>	
<p>Increases or changes in student support activities and services to support student learning and achievement.</p>	