

Grant Development Office



ANNUAL

REPORT OF PROGRAM DATA

2021



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

1. Program or Unit Description

Grant Development Office (GDO) seeks to engage students, faculty and staff in new and on-going, innovative programs and projects that enhance the teaching and support capabilities of the college, while offering opportunities for student engagement and employment.

What is the target student or service population?

All Kauai Community College (KauCC) Administration and Staff, KauCC Students, University Center Students, Early College and other Potential Students.

2. Analysis of the Program/Unit

Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

Demand

This is the fourth year of the GDO APRU. This summary covers the Annual Report of Program Data (APRD) for FY 2021. Methods for collecting data on user requests were established four years ago. From February 2019 to the end of FY 2021 (and still continuing), COVID-19 significantly affected the GDO, and created a shift in emphasis in external funding to support COVID-19 necessities, and a change in consultations from face-to-face meetings to on-line discussions. This increased the number of PD sessions and Webinars attended due to new programs and changes to existing programs. These became the primary source of information on new programs, new protocols and research on the principles applied to the funding opportunities at Federal, State and Foundation levels.

The change in administration at the federal level also resulted in redirection for several programs, new guidelines for grant submission and new deadlines. The turnaround time for grants decreased, while the potential budgets and longevity of award opportunities increased. Many of these were offered at the same times, and decisions had to be made to prioritize grant submissions based on guidance from the Chancellor's Office and Cabinet. Grant opportunities were very specialized, and subsequently more work intensive, at the same time that the preparation and submission times became shorter.

During the past year, requests for digital access to current, ongoing and previous grant resources increased; many were related to new and existing grant archives. The number of Requests for Proposals (RFPs) from funding agencies decreased mainly due to COVID-19 changes to funding and the number of RFPs identified decreased, but individual opportunities increased in potential funding. The emphasis on the topics for external funding grantors shifted to Workforce training, professional certifications, and digital literacy. The number of grants requested and/or initiated this FY decreased by approximately 8%, but the monetary value of the grants awards increased by ~29%. During this previous year, KauCC created a policy document for grants defining roles and responsibilities for the GDO, PIs, the University of Hawaii Foundation (UHF) ([KCC Policy 1-4](#)) and instituted quarterly reporting for all PIs with external funding based on monthly financial

reports provided by the Financial Office (FO). Some of the PIs did not fill in the notice of intent to propose, or the quarterly reports, and we have decided to discontinue this form and instead report based on the monthly expenditures from the FO.

Three of the PIs submitting grants this year did not inform the GDO of their intent to submit so that a MyGrant process could be initiated, and this significantly delayed their ability to access funds post-award. In two cases, funding was delayed while a MyGrant was created post facto. In one case, the funding offer had to be canceled because arrangements were not made in advance to accept the award once it was given. This caused problems in scheduling grant requests and managing them in the University System.

Training and workshops offered stayed the same over the prior fiscal year mostly due to campus lockdowns due to the pandemic. One presentation was made jointly with Kapiolani CC. In the previous year, the GDO trained OCET in MyGrant for UHF. In this FY, OCET turned that responsibility back to the GDO, and since we do not have a UHF representative on campus, this has meant additional work for the GDO. The full impact of this change will be felt most strongly in the next APRU since more opportunities became available that required routing through UHF rather than ORS..

The number of face-to-face planning meetings with faculty and staff declined by 75%, mostly due to the pandemic. If the on-line meetings are included, contact increased significantly. The number of requests for information and summaries from Administration decreased by ~71%, focusing mostly on research to support COVID-19-related opportunities, especially in the areas of Career and Technical Education, Digital Literacy, and the status of State, Foundation and Private funding. Each request required more research than in the past two fiscal years. The GDO performs significant research and documents references to support PIs and Administration.

Efficiency

[Policy and procedures](#) were written and reviewed by the College Council that approved the policy (**KCCP 1-11**) and were implemented for the Fall 2020 term. Though the number of grants initiated in this FY declined, 84% of those requested were submitted, and two were withdrawn after being initiated. This FY included a new award for a Title III Part F grant, one multi-year CTE training grant with a post-award extension, educational support from Kamehameha Schools, Title X support to the Student Wellness Center and new grants to NSF Alaska Native/Native Hawaiian (ANNH) and Asian American Native American Pacific Islander Serving Institutions (AANAPISI) and the National Science Foundation (NSF) Tribal Colleges and Universities Program (TCUP) Targeted STEM Infusion Program (TSIP). There were also three post-award modifications in MyGrant; one related to the UH Foundation (UHF).

Three grants submitted were not funded, AANAPISI, TSIP and TRIO. The first two related to improving educational delivery for Internet Technology and changing the curriculum to meet new industry standards. The NSF TSIP grant had to be withdrawn as KauCC couldn't meet the request by the funder to change the grant to hire additional personnel. Two grants were withdrawn after indicating that the PI wanted to submit a proposal. One withdrawal was due to conflicts in time to submission with two grants wanting submission at almost the same time. The other was a grant where the PI did not create a MyGrant document, and did not get ORS or UHF involved in defining the Statement of Work needed for UH approval prior to submitting the proposal to the

funding agency. As a consequence, the funding was offered, but not awarded. The significant proposals for this FY included one Title III ANNH Part F grant and additional CARES funding, all from US DoEd, State of Hawaii GEER funding for the COGS Program, The Native Hawaiian Career and Technical Education Program that included funding for Wai'ale'ale, and additional finding obtained by KauCC PIs such as renewals of Title X funding for Nursing, CTAHR funding for Agriculture, and funding from Kamehameha Schools. These were all completed on time.

The GDO program started out strong for FY 2020-2021, first assisting in organizing, writing, then assisting in preparation of budgets and justifications, and submitting the Title III ANNH Part F, US DoEd individual grant for KauCC and AANAPISI, and the NSF TSIP. As noted last year, grant submissions to the Federal Government now have two levels of paperwork: MyGrant (internal to UH) and Grants.gov (for the final submission) or Fastlane (and now Research.gov) for all NSF grants. The GDO now also has responsibility to set up accounts for money received through UHF in MyGrant.

The GDO successfully re-qualified Kauai Community College (KauCC) as a Minority Serving Institution (MSI), despite our not meeting the cost per student threshold set by the US Department of Education. To qualify annually requires extensive justification of cost of living, operating expenses, uniqueness of services offered and remote location for a campus with no boarding facilities. Our student body population is heavily minority, especially in Native Hawaiian and Pacific Islanders, but also Asian Americans (which includes Filipino and Japanese students). Experience shows that US DoEd makes it very difficult for all UHCC Minority Serving Institutions (MSIs) to receive grants for AANAPISI, or Strengthening Institutions Program (SIP) awards since these are almost exclusively granted to Mainland institutions. Yet, the Dept of Ed continues to classify students using iPEDS standards which places most of our students who are "part Hawaiian" classed into the "Two or more races" category. This has meant the KCC has not qualified as a Native Hawaiian Serving Institution for two years in a row. This also affects other colleges in the system, and needs to be addressed at the federal level.

In addition, the GDO assisted in 4 post-award and renewal activities for active grants, and continued development of a Tribal Colleges and University Program (TCUP) TSIP grant to NSF for ETRO to change the pathways in IT and Cybersecurity to match pathways defined by WorkforceUSA.gov and Industry partners. This included enlisting an industry partner and organizing a technical Advisory Group for the proposal. Of the two proposals submitted for this activity, neither was funded, but the modification of the curriculum is still a faculty objective for the coming year.

After KCC received the CARES COVID-19 funding, which carried into this FY, the GDO continued to follow recommendations from College Council on priorities for additional funding, and researched external opportunities to support the KCC needs that weren't funded directly with the CARES money. Since the changes brought on by COVID-19 made external funding more important to our overall budget, the GDO shifted emphasis in investigating potential funding sources in general, and focused on areas defined by the College Council, or identified by Administration.

As mentioned, the number of requests for training from the GDO stayed the same, and Administrative requests decreased, but were more substantive. Each was filled at 100%. The number of Professional Development (PD) training sessions attended decreased by 24%, and included Tableau Training and on-line sessions regarding changes to Grants.gov, guidelines for grants from NSF including changes from Fastlane to Research.gov and the Department of Ed new rules for grant governance. There is a separate section showing the number of meetings attended both on-line and in person after COVID-19, totaling 189. Most of these pertained to new funding perspectives and initiatives, and were quasi-PD in nature. This reflects the use of Zoom Meetings and webinars that were not held in person, but increased direct participation that otherwise might have restricted attendance in the past due to travel restrictions. This actually increased our access to webinars and training from previous years. The GDO public website is still operating, but was changed significantly when the new ADA requirements were applied to the format already in use. The GDO is currently developing on-line PowerPoint presentations to cover many of the topics.

Effectiveness

Overall, 84% of grants initiated were submitted with three not funded, for a success rate of 72%. Nationally, a proposal acceptance rate of 20-30% is considered successful. KCC continues to exceed this average, partly because we target grant proposals to programs with a higher acceptance level. This decrease from the previous year also reflects the increase of administrative interest in competing for new funding opportunities, with more complex completion regulations, higher competitive acceptance rates, and shorter deadlines for submission.

For the next FY year, the GDO is working with the marketing team and with Kapiolani CC to create new webpage materials, and also to prepare an outline of potential PD sessions that can be recorded and archived to help faculty and staff better understand the grant process. This will include grant basics as well as an overview of MyGrant, grants.gov, Research.gov and UHF resources. This complements the new on-line training from ORS, which is required for all PIs, Co-Is and Project Managers involved in external funding.

Of the total number of meetings attended, most involved KCC or UHCC faculty and staff. The others were related to planning for grants with outside agencies and potential industry partners. The webinars attended included 73 that were related to PD, such as training on Excel, Tableau, Census data, Workforce statistical analyses, Department of Labor statistics, Zoom software and program management, and COVID-19 funding. Emphasis for government funding shifted strongly to CTE training, professional certification in IT and Cybersecurity and digital literacy in grades K-14. The GDO expects this trend to continue, and urges a campus discussion on approaches to these topics.

From February 2019 to the end of the FY (and still continuing), COVID-19 significantly affected the GDO, and created a shift in emphasis in external funding to support COVID-19-related necessities. The GDO is now producing quarterly reports from the PIs including an analysis of those that might be facing difficulty in spending funds, and has posted open grant opportunities for potential PIs, rather than publishing listings of open grants. This decision related to time management as it took significant resources to search, identify and collate these listings. Instead, the GDO worked with Administration, Departments, and Individual PIs to identify grants that met their specific objectives.

2021 Kaua'i Community College ARPD
 Program: Grant Development Office

DEMAND	2017-8	2018-9	2019-2020	2020-21
# Requests for digital Access to grant resources	N/A	N/A	10	25
# RFPs Identified	100+	100+	50+	40+
# Grants requested/initiated	16	24	14	13
# Training Session Requests	6	6	2	2
# Community Contacts, meetings, requests	8	12	16	12
# Planning Meetings held with faculty and staff	30+	30+	20+	30+
#Administration requests for information, summaries, forms and/or reports	18	14	21	15
EFFICIENCY	2017-8	2018-9	2019-2020	2020-21
# grants initiated (% of those requested)	16 (100%)	24 (100%)	14 (100%)	11 (84%)
# grants withdrawn or not completed (%of those initiated)	5 (31%)	4 (16%)	1 (.07%)	2 (16%)
# trainings/workshops for KCC performed by GDO (% of those requested)	3 (50%)	6 (100%)	2 (100%)	2 (100%)
# administrative requests and reports produced (% of those requested)	17 (94%)	14 (100%)	21 (100%)	15 (100%)
PD training sessions and webinars attended	27	52	63	48
# meetings attended both in person and on-line.			129	189
# KCC Public grant information website	1	1	1	1
# grant resources available, including forms and bibliographic references	N/A	1	2	2
EFFECTIVENESS	2017-8	2018-9	2019-2020	2020-21
# of grants submitted (% of those initiated)	11 (69%)	20 (80%)	14 (100%)	11 (84%)
% of grants funded	36%	80%	93%	8 (72%)
# trainings and workshops held	3	6	2	2
# websites developed and maintained	1.5	1.5	1	1
# faculty/staff contacts and meetings/panels/workshops (includes Zoom Contacts)	42	49	192	200+
# PD opportunities attended (including webinars)	17	16	63	73

3. Program Student Learning Outcomes or Unit/Service Outcomes

- a) List of the Program Student Learning Outcomes or Unit/Service Outcomes
- b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.
- c) Assessment Results.
- d) Changes that have been made as a result of the assessment results.

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

PSLO1. Identify and pursue external funding opportunities to support institutional needs. Assessed. Identified more than 40 grant opportunities and pursued 13 external funding opportunities to support institutional needs. Will reassess in 2021-2022.

4. Action Plan

Specify how the action plan aligns with the College's Mission and Strategic Plan.

Discuss how these recommendations for improvement or actions will guide your program or unit until the next Comprehensive Review. Be sure to list resources that will be required, if any, in section 5 below.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors.

2020-2021 Action Plans Results (*in italics*)

In general, COVID-19 greatly affected the results for the goals set for 2019-2020 AND 2020-2021. This will continue to affect the GDO in the coming FY.

1. **Goal 1 (aligns with Strategic Goals 1-7, 8-10, 11-13, 16, 17-21):** Increase the number of grants for external funding for KauCC by 3%. *The number of grants did not increase partly due to the change in focus brought on by COVID-19. The number of grants was smaller but the impact and complexity of the submissions, and amount of the funding increased. CARES funding covered many areas of immediate need. Several successful grant-funded programs were renewed, and a new major Title III grant was funded. The impact from COVID-19 will continue into the next 1-2 FYs.*

2. **Goal 2 (aligns with Strategic Goals 1-7, 8-10, 11-13, 16, 17-21):** Prepare and analyze Four Quarterly Grant Updates annually based on Financial Office (FO) monthly reports. Give analyses to Valerie Barko for Cabinet. *Completed.*
3. **Goal 3 (aligns with Strategic Goals 1, 2, 3, 4, 5, 7, 8, 10, 17, and 20):** Update the GDO website to match the other IE and KCC sites, and to include graphical information on grant processes and a way to count website “hits”. Target date is the end of FY21. *This is still an on-going process. The complexity of grants funded this past year, and the addition of new CARES funding paperwork, and additional responsibility for UH Foundation grants took a considerable amount of GDO time. Also, funding agencies modified and/or replaced their regulations and platforms for submitting grants and this required a significant amount of time to become familiar with the new formats and guidelines. New ADA requirements also require a re-thinking of the approach initially proposed. The GDO met with the Marketing Manager and agreed on a conceptual format for the new grant page. This was very helpful since Gary Ellwood was able to adopt an outsider’s view of the grant process, and we then tailored the new approach for a wide audience.*
4. **Goal 4 aligns with Strategic Goals 1-7, 8-10, 11-13, 16, 17-21).** Prepare and post 4-6 bi-monthly updates of open grants including foundations and private donors, and disseminate these to the campus through the GDO website and Campus Docs. The number depends on election results and re-directed funding. *The summary of private foundations and funding agencies was prepared and disseminated. Due to time constraints, the open grants monthly report was not done this FY. Since there is no longer access to a service summarizing grant opportunities, the GDO found that doing queries of all potential sources, collating them and then disseminating these took several days, on average. When distributed, the GDO asked for a read request for the notices and found that only 3-5 people were responding to the announcements by opening the files. This past year, the GDO targeted grants to the needs of the campus based on the list created by the College Council, and also focused on helping Administration apply for larger grants. These are far more complicated to prepare and submit, but we were successful in securing long-term funding for several programs.*
5. **Goal 5 (aligns with Strategic Goals 1-7, 8-10, 11-13, 16, 17-21)** Prepare a detailed outline and PowerPoint materials for a series of at least 4 instructional sessions on how the grant process works in the UH and UHCC systems, including instructions on ORS, RCUH and UHF as well as summarizing requirements and changes to major programs and foundation funding requirements, e.g., NSF Fastlane is now Research.gov. Record and disseminate at least two of these training sessions. Make these available to KauCC through the GDO Website or Campus Docs, where a UH ID will be required for access. *The UHCC System never formed the Grant Advisory Group, so no meetings were held, and we were left consulting only with KapiolaniCC. The GDO continues to work with Kapiolani CC and the KauCC Marketing Group to prepare PD sessions for grants and will upload these to the grant webpage as it progresses. One joint presentation was made with Kapiolani CC that was an introduction to the grant writing process. The Marketing Group and the GDO created an outline, graphic strategy and presentation topics for the new grant pages, but administrative tasks related to grant proposals and funding changes due to COVID-19 took up most of the time this past year. The GDO also had difficulty securing a spot for the PD presentations. The PowerPoint presentation materials are currently under development and will be posted on the revised Grants Webpage.*

2021-2022 Action Plans

1. **Goal 1 (aligns with Strategic Goals 1, 4, 6, and 7):** Continue the strategy of reaching out to Administration, Faculty, and Staff to have them define their priorities for the coming FY and search for funding opportunities to match these. The goal is to increase the number and quality of grants submitted by PIs, strengthen ties with other Colleges for collaborative proposals, and increase the number and diversity of grants submitted by KauCC PIs. This metric depends heavily on funding opportunities, something over which the GDO has no control.
2. **Goal 2 (aligns with Strategic Goals 1, 2, 3, 4, 5, 7, 8, 10, 17, and 20):** Ensure that all PIs, Co-Is and Project Managers complete the ORS Training modules and attend or watch the three main grant PD webinar series.
3. **Goal 3 (aligns with Strategic Goals 1, 2, 3, 4, 5, 7, 8, 10, 17, and 20):** Create and maintain a new external website for the KCC webpage, and produce a series of instructional PD materials to aid faculty, staff, and Administration to initiate and submit successful grant proposals. The goal is to create a series of three (minimum) webinars that can be presented as PD sessions, and archived on the grants webpage. These will be ADA Compatible. Topics will complement the ORS instructional series, and will include: Grants 101 (introduction to grant proposal writing); Grants 102 (Writing a Project Narrative); Grants 103 (Preparing and submitting grants in the UH System). Additional topics may be added, time permitting, such as An Introduction to Logic Models; How to Prepare Methods and Evaluation Strategies; Preparing a Budget and Justification.
4. **Goal 4: (aligns with Strategic Goals 1, 2, 3, 4, 5, 7, 8, 10, 17, and 20)** Create a diagram and written explanation with the FO and ORS to provide an explanation on how the grant process works pre-award and post-award within the UH and UHCC systems, and place this in the UH Dropbox.
5. **Goal 5:(aligns with Strategic Goals 1, 2, 3, 4, 5, 7, 8, 10, 17, and 20):** Ensure that MyGrant records include all the information necessary for participants to have a complete record of their grant submission. Move the foundational documents and additional grant materials to the secure UH Corporate Dropbox so there is a permanent file of all the grant proposals including drafts and relevant references that can serve as a basis for new proposals, and for monitoring and building on submitted proposals, whether or not they were funded. Ensure that project managers provide copies of their progress reports for inclusion in these files. This replaces the need for an internal webpage for KCC grant seekers, as access will be granted on a need-to-know basis. It will also protect financial information for the grants.

The date of the next Comprehensive Program Review (CPR) is Fall 2022

These goals and action plans will complete the fourth year of the department plan developed and initiated in 2017-2018 and aid the campus in becoming more efficient at generating external funding in support of KauCC goals and objectives.

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial). *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

X I am NOT requesting additional resources for my program/unit.