

**Welcome**

PR/Award Number: **P031W190003**

Reporting Period: **10/1/2019 to 09/30/2020**

Grantee Name: **Kauai Community College**

Program Officer: **Robyn Wood (Robyn.Wood@ed.gov)**

**Grant Identification**

**General Information**

<b>PR Award Number:</b>	P031W190003	<b>Unit ID:</b>	141802	
<b>Program:</b>	Title III - Part A Native Hawaiian Serving Institutions			
<b>Grantee Name (Institution Name):</b>	Kauai Community College			
<b>Address 1:</b>	3-1901 KAUMUALII HWY			
<b>Address 2: (Optional)</b>				
<b>City:</b>	LIHUE			
<b>State:</b>	HAWAII	<b>Zip:</b>	96766	<b>Zip + 4:</b>
<b>Project Title:</b>	Kahua Paepae Ola			
<b>Institution Type/Control:</b>	4-year Public	<b>Grant Type:</b>	Construction Grant	

**Project Director**

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**Grant and Report Information**

<b>Grant Award Year:</b>	10/01/2019			
<b>Reporting From:</b>	10/1/2019 to 09/30/2020			
<b>Grant End Year:</b>	09/30/2024	<b>Total Duration of Grant:</b>	5 Yrs	
<b>Reporting To:</b>	Robyn Wood (Robyn.Wood@ed.gov)			

## Section 1

### Section 1: Executive Summary

All questions are limited to 1500 characters or less (approximately 250 words) unless otherwise stated. Keep in mind that all questions, unless otherwise stated, pertain to the reporting period indicated above.

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#### **1. The goals of Titles III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Use the following questions to summarize how your grant is enabling your institution to fulfill the legislative intent of the Titles III, V, or VII program during the most recently completed grant period.**

Building on two previous consecutive Title III grants, this current grant renovates our small rural college by reimagining, modernizing and reconfiguring key student gathering, service, and learning areas such as the Academic Support Center (Tutoring), Hale Malama Care Center (multi-service area including mental health counseling and food security and basic needs support), Learning Resource Center (Library), digital hubs, and Hawaiian Studies student learning and gathering lounge. These areas will continue the theme of kauhale and creating a kahua or foundation that is part of our campus mission. Another facet of Title III that fulfills the legislation is expanding our capacity through implementation of programs such as Kipaipai first and second year program supports that offer peer lead cohort based approaches which will engage Native Hawaiian students early, track their progress and implement best practices to optimize college success.

##### **1a. Summarize the impact your institution's Titles III, V, or VII grant has had on enrollment this year.**

Enrollment during Fall 2019 was 1,373 (a 7.6% decrease from the previous year). However by fall 2020 enrollment was back up to 1,461 (a 6.2% increase). The pandemic has certainly impacted the economy like a rollercoaster and the mindset of many students has been affected as well. However, having Title III funding to stimulate our efforts to renovate, modernize and stabilize our college has been a strength summarized in the following ways and illustrated throughout our report:

1. Student Ambassadors actively assisted in the onboarding process to the general new student population. This was especially important during the covid-19 pandemic. Supervisors, ambassadors and mentors met regularly to discuss strategies, modify ways to reach out to students and address their concerns to ultimately overcome their barriers and get them back on track, or to connect students to necessary;
2. Peer Mentors within Kipaipai or Waialeale assisted students entering these programs with registration, onboarding, course access and regular course success meetings; and
3. Ambassadors reached out specifically to incoming high school students to assist with onboarding.

This human effort along with physical and technical modernization, so students can get on line and feel comfortable in class, established a good base that resulted in gains in enrollment as we forge ahead past the pandemic.

##### **1b. Summarize the impact your institution's Titles III, V, or VII grant has had on graduation rates this year.**

We did not measure this related to a Title III funded program this year.

##### **1c. Summarize the impact your institution's Titles III, V, or VII grant has had on student persistence/retention this year.**

During Year 1, fall to spring persistence for first time, full time students overall was 83% (2019) and 77% for Native Hawaiian students within this population. The Kipaipai Program rate was 78%. The 2019 fall to fall retention for first time, full time students was 68% overall, 46% for Native Hawaiian students, and 56% within the Kipaipai Program.

Persistence and retention are central outcomes that we will support within the Achieving the Dream model to provide holistic engagement services, through the Hale Malama Care Center, an expanded Kipaipai program, place based learning, and cultural practices. However, due to the pandemic, many students struggled to persist through college. While peer mentors and Kipaipai staff attempted to assist more than ever to help students persist through unprecedented challenges, we expect that larger economic and personal forces may overarch our college's efforts in the next year or two. Our college garnered all resources to support on-line learning including lending Chromebooks, providing free campus wifi and study rooms, and providing CARES funding. Title III funding resources enabled us to initiate and complete renovations and hire key employees, which added substantially to the stability and capacity of our college as a kahua for our students. These resources will also enable us to adaptively respond in the future to improve persistence and retention using Achieving the Dream model.

##### **1d. Summarize the impact your institution's Titles III, V, or VII grant has had on fiscal stability this year.**

The availability of Title III funding during the 2019-2020 academic and grant year, has been crucial for our small

rural college to develop, staff, and offer student support and services. During the economic downturn of the Covid 19 pandemic, our college was required to decrease our overall budget by 20%, which disproportionately affected our student employment numbers. Student employment is a great asset to the college, as it allows students to gain skills, provides service to the college and vastly increases a students likelihood of persistence. Title III funding enabled us to employ over 25 student workers including tutors, mentors, and ambassadors to safely assist our students during the pandemic. In addition, we were able to hire professional tutors and a part-time Mental Health Therapist to support our Hale Malama Care Center. Tying these together was the ability to hire grant program staffing to implement our grant activities, regardless of our late start. Together these personnel provided fiscal and program stability. As we completed our first year, we upgrade furniture and digital technology for our student classes and service areas was strongly stabilized by Title III funding. Our renovations were able to move ahead despite some substantial pandemic related delays.

**2. Based on the goals set forth in your comprehensive development plan and/or grant application, summarize the major milestones reached during this grant period.**

The first milestone reached in Year 1 was the relocation and establishment of the Hale Malama Care Center within a centralized location, the Learning Resource Center (LRC). The Hale Malama Coordinator was hired using UH funds during the Spring of 2020 while the HINET Coordinator was hired with UH and non-TIII grant funds. They were soon joined by a TIII funded Mental Health Counselor and MSW/BSW student interns who began process changes within the structural changes we had made.

Another key milestone included purchases and renovations of the LRC to create a modern teaching and learning environment, that also encompassed the Academic Support Center (ASC) and the Hawaiian Studies Hale. Together the renovations improved access and use of digital teaching technology and study areas. Within these areas we also funded student and professional tutors to assist students.

A third milestone included expansion of the Kipaipai Program, based on the Waialeale model, improving the college skills (IS) class, and hiring the Student Support Specialist.

A fourth milestone was not met in entirety due to the pandemic: to Increase Native Hawaiian students' participation in culture based education through place based education on and off campus. Brian Yamamoto and Pat Watase initiated renovation planning of our native plant shade house. Cultural workshops, travel, and student off campus positions will resume after pandemic restrictions are lifted.

**3. What additional ways do you think the Education Department can support you in implementing the grant project?**

We have no feedback to submit at this time.

**4. Has your institution's project(s) contributed to evidence-based (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year?**

Yes  No

**5. If your institution has experienced any unexpected outcomes because of this project, which affect, for better or worse, its capacity to fulfill the goals of the legislation, tell us about them here. Additionally, tell us about any challenges, such as natural and national disasters, that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to combat these challenges.**

During our first year, the covid-19 pandemic caused widespread personal, economic, and educational challenges for our campus, students, staff and larger community. These challenges made it impossible for travel, cultural events, and student events. At the same time, we did maintain progress to achieve objectives tied to hiring key positions (grant manager, Kipaipai staff, student mentors, and tutors, mental health interns), developing IS curriculum, initiating a number of renovations, and establishing and expanding our Malama Care Center. We decided to relocate the Hale Malama Care Center to the Learning Resource Center (LRC) and this change benefited students by making the location more accessible and connected to other service areas such as the Academic Support Center (ASC) and a new food pantry. These changes were needed due to the pandemic but they resulted in a better outcome now and hopefully as we progress out of the pandemic.

**6. Under the competition for which your grant application was funded, did you respond to any Education Department evidence standards?**

Yes  No

**6a. Which Education Department evidence standard was required?**

Demonstrates Rationale (Logic Model)

Evidence of Promise

Moderate Evidence

Strong Evidence

**6b. Please cite the study/studies you included in your application to address the evidence standard. What specifically was the evidence-based intervention you proposed to implement in your funded application?**

Our approach is based on the Achieving the Dream (AtD) model ([www.achievingthedream.org](http://www.achievingthedream.org)), through which we plan to develop a holistic approach to student counselling, including case based management. We do this through the relocation, renovation and expansion of the Hale Malama Care Center and a suite of services to students to improve access to spaces that support modern teaching and learning environments, and providing opportunities for place-based learning on and off campus, and improving access to employment. This will be done through structural, process, and attitudinal changes as defined in our grant (page 7).

The Kipaipai Program is another main activity expanding student support to improve transitions and retention rates for Native Hawaiian students, that emulates an evidence-based model called the Wai'ale'ale Program. This approach will increase student engagement through expanding Kipaipai-style student transition services to include all first-year Native Hawaiian students and extending the services to the third semester. Evidence from the Wai'ale'ale program indicates that this will result in increased transition and retention for Native Hawaiian students.

The Hale Malama Care Center and Hawaiian Studies hale provide a sense of place and are supported by literature centered on place-based learning. During this grant we will coordinate with a Maori serving institution in Aotearoa and adapt and exchange effective practices with colleagues there.

**6c. Are you implementing the evidence-based intervention as planned?**

Yes  No

**6e. Describe the actual results of the intervention during the reporting period.**

In Year 1, we completed physical renovations to the walls and floors of the student area of the Hawaiian Studies Hale student area and to ASC and LRC furniture and technology. These renovations were part of creating learning communities grounded in local culture and creating functional senses of place on our campus.

We implemented the Kipaipai program, collaborating closely with the model Wai'ale'ale program, providing peer mentors, tutors, ambassadors and directed student supports. These programs interventions aim to increase student persistence, retention, and achievement. During Year 1 (2019) the program was comprised of 37 students, 15 of whom were Native Hawaiian. During the first semester, the persistence rate for these students was 86% overall and 80% for Native Hawaiians. By Fall 2020 retention into Year 2 had fallen to 75% overall and 67% for native Hawaiians. Program will be evaluated annually using the Wai'ale'ale evidence model to assess function and efficacy.

Finally, we completed renovations to the Hale Malama Care Center to establish office spaces, hire staff, and establish internships to support interventions. As a result, we established services, conducted outreach and surveys for our students. The result of Year 1 was that 21 of 87 students were provided with mental health services. While our plans to implement originally poverty training intervention was not possible due to covid-19, we plan to complete this in Year 2.

**7. Have you conducted any formative evaluation relating to your grant?**

Yes  No

**7a. If yes, summarize the results of the formative evaluation.**

During Year one, the Hale Malama Care Center staff assessed program needs, and baseline strengths and weaknesses. Staff completed evaluations of intern needs, HIPPA compliance and our electronic health record system. We did not integrate formal integrated care plans during but we did establish objectives for each student as part of our DAP (Data, Assessment, Plan) progress notes for each student.

**7b. Have the results of the formative evaluation yielded any improvements in your projects and/or campus?**

As a result of the evaluation of the Hale Malama Care Center, we have plans to upgrade our mental health assessment tools during Year 2 as well as our HIPPA compliance and electronic health record system. As these

are advanced, we will develop formal integrated care plans for students.

**8. If you have conducted any other program evaluation, assessment, or research related to the grant, please summarize your results.**

We have not conducted any program evaluation, assessment, or research related to the grant during Year 1.

**9. Please attach any evaluation results including formative evaluations, summative evaluations, journal articles, presentations, and publications relating to your grant projects. These documents may provide greater detail of your results, or items that you would like to highlight.**

Please indicate if the assessments were conducted by an evaluator hired specifically to monitor the grant, your institution's research office, or grant personnel (director, etc.).

Yes  No

**Section 2: Institutional Profile**

**Institutional Measures (GPRA indicators):**

The Government Performance and Results Act of 1993 (GPRA) is a statute that requires all Federal agencies to manage their endeavors and corresponding results. Each agency states what it intends to accomplish, identifies the resources required, and periodically reports its progress to Congress. It is expected GPRA indicators will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction. As of 2017, the GPRA indicators for Title III, Title V, and Title VII grants within the Higher Education Act (HEA) are (1) Enrollment, (2) Retention, (3) Graduation, and (4) Fiscal Stability.

**2A Institutional Measures (GPRA Indicators)**

Complete the following table up through the current Reporting Period. Your "Total Fall Enrollment" and "Fall to Fall Retention %" should come from the Fall Census Data.

Grant Year Collection Year	Pre Grant (2018 19)	Year 1 (2019 20)	Year 2 (2020 21)	Year 3 (2021 22)	Year 4 (2022 23)	Year 5 (2023 24)
Total Fall Enrollment	1,486	1,373				
Fall-to-Fall Retention %	57	68				
4-Year Graduation Rate (2- & 4-Year)	20	0				
6-Year Graduation Rate (4-Year)	0	0				

**2B Institutional Leadership**

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.) or in the Grant Leadership (project director, activity director, etc.)?

Yes  No

1a.If yes, how has this affected the grant?

Chancellor Helen Cox retired in January 2020 and leadership transferred to Joseph Daisy. This caused a three month delay while Margaret Sanchez, the Vice Chancellor for Student Affairs was designated as grant PI.

2. Have there been changes in grant leadership (project director, activity director, etc.)?

Yes  No

2a.If yes, how has this affected the grant?

Margaret Sanchez was named the PI of the grant and the establishment of this role took three months.

**2C Accreditation**

1. Which is your institution's primary accrediting agency? [Please check only one]

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- The Higher Learning Commission of the North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges
- Western Association of Schools and Colleges Senior College and University Commission
- Other (please specify)

### Accreditation Changes

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1. Has the accreditation of your institution changed since you began the project (e.g., status changes or the addition of new programs)? (Include guidance around accreditation changes in user manual and FAQs).

Yes  No

### 2D Audit

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1. Institutions that expend \$750,000 worth of federal funds in one year must complete an audit annually pursuant to 2 CFR part 200, subpart F. Were you required to complete an audit pursuant to 2 CFR part 200, subpart F?

Yes  No

### 2E Endowment

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1. Do you have an Endowment Challenge Grant that has not matured?

Yes  No

2. Are grant funds from this award being used for an endowment activity?

Yes  No

3. Do you have an endowment activity on a previous award not matured?

Yes  No

If yes to any of the above questions, you will be required to complete the FY 2021 Endowment Financial Report (OMB 1840-0564) by the deadline. The report is available on the EFRS tab in this system.

## **Section 3: Grant Project Status and Budget**

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### **3A Project Objectives**

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#### **1. What is the overall goal of your grant?**

The Kahua Paepae Ola project will improve Kauai CC's support to Native Hawaiian student success by embracing the holistic support model through the Hale Malama Care Center, improving student access to spaces that support a modern teaching and learning environment, increasing support to second year students, providing opportunities for culturally relevant place-based learning on and off campus, and improving student access to employment and internship experiences with community partners.

#### **2. What is the expected long-term impact of the grant project on the institution?**

The Kahua Paepae Ola project will create long-term benefits to Native Hawaiian student success by embracing, developing, and strengthening a holistic support model through the Hale Malama Care Center. We will achieve this through the following institutional practices:

1-Structural change - providing increased access to student services, creating kauhale (meeting places) for Native Hawaiian Studies and place-based learning, increasing student access to tools and services to develop skills and abilities for a digital world, professional development, especially in poverty-based training, and policy changes to support a case-based management system;

2- Process change - increasing and improving student interactions with faculty and staff, training faculty and staff to promote advising as a form of teaching, and using case-management approaches to meet individual student needs; and

3-Attitudinal Change - improving student support by promoting the interconnection of academic and non-academic supports, and involving additional community agencies and businesses in providing support and increasing student employment, service-based learning and internships.

The long-term impacts will be a re-organized and modernized capacity to effectively serve our Native Hawaiian students in ways that supports and improves their educational journeys and successes as measured by improved transition measures and graduation rates over time.



**3B Grant Activities**

**Number of Grant Activities: 5**

**Grant Activity 1/5**

**Activity Description:**

The Hale Malama Care Center will enable staff and faculty to identify student needs early in the student’s pathway, and reduce barriers to transition, retention and transfers through holistic student support and better communication between students and faculty advisors.

**Objective 1/1**

**Objective Description:**

In Year 1 several key objectives under this activity were completed while some were delayed due to the covid-19 pandemic. We completed the institutional hires, grant hires, and establishment of the Malama Care Center and staffing. Malama Care Center staff, Brian Kohatsu hired a Counselor and mentored two Kauai CC students through internships. During this process, they developed a case management system, tracked student access and progress, and conducted outreach and communication to students about services available. During this time of the pandemic, the availability of these supports became more important than expected. The Malama Care Center made plans to expand services to include a food pantry and a new office location in Year 2. Due to the pandemic, the implementation training sessions for 10 employees were delayed until Year 2 or later depending on the pandemic.

**Objective Status:** On schedule

**Performance Measure 1/7**

**Performance Measure Description:**

Hiring, with general funds, a full-time mental health professional to oversee the daily operation of the Hale Malama Care Center. Brian Kohatsu was hired in Year 1 to fulfill this objective. Brian's office is also supported by Juliana Olds and two interns who directly assist students.

**Measure Type:** Project      **Date Measured:** 09/30/2020      **Frequency Measured:** Year 1

**Data Type:**  Raw Number  
 Ratio

Target	Actual
1.00	1.00

**Performance Measure 2/7**

**Performance Measure Description:**

Hiring, with general funds, and non Title III grant funds, a full-time HiNET coordinator to provide SNAP benefits and related services to students. Berna Souza was hired in Year 1 to fulfill this measure.

**Measure Type:** Project      **Date Measured:** 09/30/2020      **Frequency Measured:** Year 1

**Data Type:**  Raw Number  
 Ratio

Target	Actual
1.00	1.00

**Performance Measure 3/7**

**Performance Measure Description:**

Developing a case-management system to coordinate student support and provide ongoing communication to students and their campus support systems. This was completed by Brian Kohatsu and the VCSS.

**Measure Type:**

**Date Measured:**

**Frequency Measured:**

Project

09/30/2020

annually

**Data Type:**



Raw Number



Ratio

Target	Actual
1.00	1.00

**Performance Measure 4/7**

**Performance Measure Description:**

Identifying students who are in need of services through counselor, instructor and financial aid referrals. Provide targeted for holistic student support. This was completed by Brian Kohatsu and the VCSS.

**Measure Type:**

**Date Measured:**

**Frequency Measured:**

Project

09/30/2020

annually

**Data Type:**



Raw Number



Ratio

Target	Actual
1.00	1.00

**Performance Measure 5/7**

**Performance Measure Description:**

Developing an integrated "Care" plan that allows students to access on-campus and off campus resources to support them on their educational journey.

**Measure Type:**

**Date Measured:**

**Frequency Measured:**

Project

09/30/2020

annually

**Data Type:**



Raw Number



Ratio

Target	Actual
1.00	1.00

**Performance Measure 6/7**

**Performance Measure Description:**

Providing ongoing communication to students and staff through the case management system and Care Center staff, counselors and student interns.

**Measure Type:**

**Date Measured:**

**Frequency Measured:**

Project

09/30/2020

annually

**Data Type:**



Raw Number



Ratio

Target	Actual
1.00	1.00

**Performance Measure 7/7**

**Performance Measure Description:**

Providing poverty informed training to at least 10 employees during year 1.

**Measure Type:**

**Date Measured:**

**Frequency Measured:**

Project 09/30/2020 annually

**Data Type:**  **Raw Number**  
 **Ratio**

Target	Actual
10.00	0.00

**Grant Activity 2/5**

**Activity Description:**

Increase student use of the Learning Resource Center (LRC or Library Commons) and the Academic Support Center (ASC) by modernizing furniture and updating technology to create a 21st Century Teaching and Learning Environment as recommended in the University of Hawai'i Community Colleges Strategic Directions 2015-2021.

**Objective 1/1**

**Objective Description:**

Despite delays in account set up and the covid-19 pandemic, we completed a furnishings renovation of the Academic Support Center (ASC) and made substantial progress planning additional objectives including: renovation of the circulation desk and downstairs library common area.

**Objective Status:** On schedule

**Performance Measure 1/3**

**Performance Measure Description:**

Create spaces for peer tutors, group learning, individual instruction, professional mentoring and conference/distance learning in the Academic Support Center (ASC). Furniture and digital technology was purchased to directly complete this measure in Year 1.

**Measure Type:** Project      **Date Measured:** 09/30/2020      **Frequency Measured:** Year 1

**Data Type:**  **Raw Number**  
 **Ratio**

Target	Actual
1.00	1.00

**Performance Measure 2/3**

**Performance Measure Description:**

Update equipment and furniture in the Learning Resource Center with the purchase of a new circulation desk. This measure was not completed in Year 1 as planned because the new desk and related demolition of the existing desk would have been above our \$10,-000 budget. We plan to include this in our Year 2 budget along with the renovation/remodel of the entire first floor of the Learning Resource Center (LRC) and in Year 1 engaged KCC students to make the existing circulation desk ADA compliant in the meantime.

**Measure Type:** Project      **Date Measured:** 09/30/2020      **Frequency Measured:** Year 1

**Data Type:**  **Raw Number**  
 **Ratio**

Target	Actual
1.00	0.00

**Performance Measure 3/3**

**Performance Measure Description:**

Hire five peer tutors for the Academic Support Center. Three peer tutors were hired but worked a significantly reduced number of hours due to the online work environment. Two professional tutors were also hired to provide adequate and quality support for our students as they struggled with the necessary on line course delivery due to covid-19. Together these hires provided the best academic support possible during the pandemic.

**Measure Type:** Project      **Date Measured:** 09/30/2020      **Frequency Measured:** annually

**Data Type:**  **Raw Number**  
 **Ratio**

Target	Actual
5.00	5.00

**Grant Activity 3/5**

**Activity Description:**

Implement practices to increase fall to spring persistence, and summer transition rates by 2% per year for continuing Native Hawaiian students.

**Objective 1/1**

**Objective Description:**

Continue and expand the Kipaipai Program: The Kipaipai project offers extended counselling and advisory services to first-year students as they enter the college in addition to a small incentive scholarship each of their first three semesters.

**Objective Status:** On schedule

**Performance Measure 1/5**

**Performance Measure Description:**

Fund and staff the Student Support Specialist Position to support Kipaipai students. In Year 1 Polly Brun Lee was hired to continue to serve this position for our students.

**Measure Type:** Project      **Date Measured:** 09/30/2020      **Frequency Measured:** Year 1

**Data Type:**  **Raw Number**  
 **Ratio**

Target	Actual
1.00	1.00

**Performance Measure 2/5**

**Performance Measure Description:**

Provide mentor services. We advanced implementation of this measure from Year 2 to Year 1 due to the high need by our students due to the covid-19 pandemic. The mentors worked extensively and successfully in Year 1 and over the summer to help retain and support students. Their work in Year 1 was invaluable.

**Measure Type:** Project      **Date Measured:** 09/30/2020      **Frequency Measured:** annually

**Data Type:**  **Raw Number**

Target	Actual

Ratio

12.00	12.00
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**Performance Measure 3/5**

**Performance Measure Description:**

Develop a second semester IS course. Will Dressler, Student Success Coordinator, completed this in Year 1 with overload funding provided by the grant.

**Measure Type:**

**Date Measured:**

**Frequency Measured:**

Project

09/30/2020

Year 1

**Data Type:**

Raw Number

Ratio

Target	Actual
1.00	1.00

**Performance Measure 4/5**

**Performance Measure Description:**

The Kipaipai Program aims to increase fall to spring persistence of Native Hawaiian students 2% per year. The three year baseline average is 74% for non Native Hawaiian students and 77.6% for Native Hawaiian students.

**Measure Type:**

**Date Measured:**

**Frequency Measured:**

Project

09/30/2020

annually

**Data Type:**

Raw Number

Ratio

Target	Actual
12.60	12.00
/	/
15	15
<b>84%</b>	<b>80%</b>

**Performance Measure 5/5**

**Performance Measure Description:**

The Kipaipai Program aims to increase fall to fall retention of Native Hawaiian students 2% per year. The three year baseline average is 51% for non Native Hawaiian students and 56.1% for Native Hawaiian students.

**Measure Type:**

**Date Measured:**

**Frequency Measured:**

Project

09/30/2020

annually

**Data Type:**

Raw Number

Ratio

Target	Actual
7.30	8.00
/	/
12	12
<b>61%</b>	<b>67%</b>

**Grant Activity 4/5**

**Activity Description:**

Increasing culture-based education.

As part of this project, Kauai CC proposes to create a Native Hawaiian gathering place on campus, increase cultural workshops and other learning opportunities on campus, and culturally relevant service learning, internships and

employment in the community. In addition, a partnership with a Maori institution will greatly assist Kauai Community College in moving to a Hawaiian place of learning.

**Objective 1/1**

**Objective Description:**

In Year 1 we directly supported this activity by renovating the Hawaiian Studies Hale to enhance student and faculty use of the area. We also purchased materials to renovate the native plant shade house.

The Hawaiian Studies Hale has an indoor commons area that was remodeled so that it could be used by our students. Junk and old furniture was removed from inside the room by staff, sound proofing was installed on walls, old moldy carpet was pulled up, new laminate flooring was installed, walls were painted, a sliding door, and the air conditioner was replaced. These improvements made this space usable, safe and modernized for our students to study and meet. In Year 2 we want to use funds to purchase furniture for this area and the outside lanai. We also plan to enable carpentry students to design and make bookshelves for the indoor area.

In Year 1 we also designed and planned renovation of the native plant shade houses as planned. Brian Yamamoto met with facilities management staff to determine the scope of work. Shade cloth and other repair supplies were purchased. In Year 2 we will continue planning for the completion of this objective. Due to covid-19 in person courses are not occurring in this area.

**Objective Status:** On schedule

**Performance Measure 1/2**

**Performance Measure Description:**

Renovate the existing Hawaiian Studies Hale facilities to provide a Native Hawaiian Hale (meeting space) equipped with technological supports for students.

The measure was largely completed with final furnishings to occur in Year 2. We renovated the Hawaiian Studies building to create a separate Kauhale meeting space for Native Hawaiians that is accessible and inviting to students. We will be adding study and meeting areas to create a modern environment for students with furnishings and technology to study, research, print assignments, socialize, and support one another. In addition, the kauhale will provide opportunity for faculty and students to assemble with each other in group sessions. Renovation of the space provides a venue for tutoring and workshops, including those on financial economic literacy. Of the original \$35,000 allocated in the grant, \$18,00 was spent in Year 1, and we plan to use the remainder for furniture and improvements to the lanai.

<b>Measure Type:</b>	<b>Date Measured:</b>	<b>Frequency Measured:</b>
Project	09/30/2020	Year 1

**Data Type:**  Raw Number  Ratio

Target	Actual
1.00	1.00

**Performance Measure 2/2**

**Performance Measure Description:**

Upgrade the Native Hawaiian Plant Shade houses on campus to serve as a lab for Ethnobotany and a student facilitated community resource. The renovation will engage students in a field that has both student demand at the high schools and community demand thus directly supporting the College's certificates in Hawaiian botany and agriculture. The Native Hawaiian Plant Shade will engage students in a place-based learning community that utilizes hands-on experiential learning focused on culturally relevant content and will also be part of our Early College program. By Year 2 we will have replaced the shade cloth and renovated the nursery space for plant propagation and student learning as part of our Ethnobotany, Plant Propagation, and culture based learning curriculum.

In Year 1 we purchased supplies to remodel one of the shade houses and we are in Year 2 engaging in the process of completing renovations that require more extensive work. Renovations in Year 1 were delayed in part due to covid-19 and similarly students also have not been able to use such group work areas on campus.

**Measure Type:**

**Date Measured:**

**Frequency Measured:**

Project

09/30/2020

Year 1

**Data Type:**



Raw Number



Ratio

Target	Actual
1.00	1.00

**Grant Activity 5/5**

**Activity Description:**

Hire a Project Coordinator to facilitate grant and project administration.

**Objective 1/1**

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**Objective Description:**

In Year 1 a Grant Coordinator was hired. Andrea Erichsen was hired in March 2020 and will serve in this capacity for two Title III grants.

**Objective Status:** Completed

**Performance Measure 1/1**

**Performance Measure Description:**

Hire a Grant Coordinator in Year 1.

**Measure Type:**

**Date Measured:**

**Frequency Measured:**

Project

09/30/2020

Year 1

**Data Type:**



Raw Number



Ratio

Target	Actual
1.00	1.00

**3C Budget**

Enter your budget. If you click the "changes" box, a text field will display within that section for you to enter a line item budget narrative explaining the changes

A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non Federal Expenditure	Carryover Balance (Current Year)(D E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Change
Personnel	0.00	164,800.00	164,800.00	88,244.76	0.00	76,555.24	46.45	169,081.00	<input type="checkbox"/>
Fringe Benefits	0.00	33,406.00	33,406.00	10,957.61	0.00	22,448.39	67.20	34,380.00	<input type="checkbox"/>
Travel	0.00	2,500.00	2,500.00	0.00	0.00	2,500.00	100.00	2,500.00	<input checked="" type="checkbox"/>

**Please state the changes made to Travel below:**

Due to the covid-19 pandemic, travel was not possible in Year 1 or Year 2. As a result, we would like to reallocate these funds to materials and supplies.

Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Supplies	0.00	87,951.00	87,951.00	80,384.61	0.00	7,566.39	8.60	74,000.00	<input type="checkbox"/>
Contractual	0.00	0.00	0.00	0.00	0.00	0.00	0.00	50,000.00	<input type="checkbox"/>
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	38,000.00	<input type="checkbox"/>
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Other	0.00	71,500.00	71,500.00	100.00	0.00	71,400.00	99.86	11,500.00	<input checked="" type="checkbox"/>

**Please state the changes made to Other below:**

We plan to spend these funds by transferring them to other categories to fund the renovation of the Testing Center, which will cost more than our original target of \$37,000. During Year 1, the college made a change regarding the use of the Financial Aid Office, which had originally been the focus of our redesign and location of the Malama Care Center. We identified and established a better location for the Malama Care Center in the Learning Resource Center; this space has private offices for consultations, open meeting areas and an area for the food pantry. This area is also adjacent to the Academic Support Center (for tutoring) and near our HiNet Coordinator's office. Overall, the change to place the Malama Care Center was fortuitous and even more accessible to our students. Because the renovations of the Malama Care Center is significantly altered, we would like to redirected funds to the Testing Center. Based on our preliminary research, we that these anticipate costs will be close to \$80,000 for wall work, installation of doors and the purchase of testing area furniture, storage areas, and privacy dividers. Renovation of the Testing Center remains important and will result in a much greater level of quality service to our students.

A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditure	Non Federal Expenditure	Carryover Balance (Current Year)(D E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Total	\$0.00	\$360,157.00	\$360,157.00	\$179,686.98	\$0.00	\$180,470.02		\$379,461.00	



### 3D Summary Budget Narrative

Please explain budget changes, as needed, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to your budget. Provide an explanation if you are NOT expending funds at the expected rate. Describe any significant changes to your budget resulting from modifications of Grant activities.

#### 1. Have all funds that were to be drawn down during this performance period been drawn down?

No  Yes

If no, please provide a description of the funds (i.e., the amount) that have not been drawn down in the GAPS/G5 system, and explain why they haven't been drawn down:

We experienced a six month delay in getting the PI changed to Margaret Sanchez and receiving access to our federal funding account. Therefore we did not have opportunity to spend down our budget in Personnel (\$76,555.24), Fringe (\$22,448.39) categories; we did initiate spending in June however and made good progress until the end of September. Travel was unspent (\$2,500) due to the pandemic, as was part of the "others" category related to stipend/lecture fees for cultural events. Finally, our renovations were changed and delayed due to the pandemic. We ended the first year with a modest balance (\$7,566.39). We intend to continue to use these funds in Year 2 to complete renovations.

#### 2. Did you have any unexpended funds at the end of the performance period?

No  Yes

If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.

We intend to spend the unused funds by continuing to hire student and professional tutors and Malama Care Center staff to support the online distance learning efforts that our students need to engage with. By hiring professional tutors, we can provide a high standard of instruction and this will complement our peer tutors, which we have had a very difficult time recruiting during the pandemic. In the Malama Care Center, we have hired one counselor in Year 1 and we will hire a second in Year 2 with our unexpended funds. We need this position because the pandemic has place enormous stressors on our students and hiring another counselor will enable us to continue meeting our activity objectives in Year 2. Finally, we plan to hire the Transitions Coordinator a year earlier than originally planned, again to both use unexpended funds and meet student needs that have become more intensive due to the pandemic.

In addition, we request to use our "others" carryover to enhance both the renovation of our Learning Resource Center and Testing Center. The \$71,400 from Year 1 in combination from funds in our Year 2 budget would be used for these renovation purposes. The renovations will incorporate student and stakeholder input and modernize these key campus functional areas.

#### 3. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable).

No  Yes

Describe any anticipated changes in your budget for the next budget period (see EDGAR, 34 CFR 74.25 and 80.30, as applicable).

We anticipate that because we may need to reallocate funding from the "others" category to "contractual" or "supplies", we may need to seek DOE approval for or Fiscal Office to approve our efforts.

#### 4. Is this a cooperative arrangement grant?

No  Yes

5. Many grantees include community partners, other institutions of higher education, and secondary schools in their work. Please complete the table below (if applicable) with information related to any partners that you might be working with on your grant. Also describe if and how these partners roles have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or grant activities.

#### 6. Do you wish to make any changes in the grant's activities for the next budget period?

No  Yes

#### 7A. Were there any changes to key personnel during this reporting period?

No  Yes

**8. Have you met your goals and objectives as outlined in your approved activities for this reporting period?**

No  Yes  Partially

**If "no" or "partially" please explain:**

Overall, we have met and exceeded many first year goals and objective despite the pandemic and six month delay in gaining access to our funding. We have established key student supports during this very hard time and completed most of the renovations due during Year 1. However, we have been required to change some of our renovation plans due to larger college and UH considerations and funding challenges that will affect our college for years to come, possibly, but we made strong progress during our first year and we are grateful for this Title III funding to serve our community.

We were unable to complete 10 trainings for poverty/case management, cultural workshops, off-campus culture based learning opportunities/internships, and summer internships for students due to the pandemic. We did not complete the upgrade of the Native Hawaiian shade house for the Ethnobotany instruction because faculty was not on campus. This final renovation was planned in Year 1 and completed in Year 2 however. In addition, we have plans to renew as many of these activities in Year 2 as management of the pandemic evolves.

**9. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project in the space below:**

The pandemic resulted in many student services rising to the fore as vital to sustaining our students through harder times. Our Hale Malama program, Kipaipai, Academic Support Center and facilities renovations came through at the perfect time, even though it was not possible to see each other face to face. The connections were made and the fabric of our community was still sustained and expanded as a result of Title III funding.

**Section 4: LAAs**

**LAAs**

Grant Activity	LAAs	Total Dollars Spent
<p><b><u>Grant Activity 1:</u></b></p> <p>The Hale Malama Care Center will enable staff and faculty to identify student needs early in the student’s pathway, and reduce barriers to transition, retention and transfers through holistic student support and better communication between students and faculty advisors.</p>	<p><b><u>LAAs:</u></b></p> <ul style="list-style-type: none"> <li>Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.</li> </ul> <p><b><u>Dollars Spent: \$5,905.75</u></b></p>	<p><b>\$5,905.75</b></p>
<p><b><u>Grant Activity 2:</u></b></p> <p>Increase student use of the Learning Resource Center (LRC or Library Commons) and the Academic Support Center (ASC) by modernizing furniture and updating technology to create a 21st Century Teaching and Learning Environment as recommended in the University of Hawai’i Community Colleges Strategic Directions 2015-2021.</p>	<p><b><u>LAAs:</u></b></p> <ul style="list-style-type: none"> <li>Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.</li> </ul> <p><b><u>Dollars Spent: \$61,035.16</u></b></p>	<p><b>\$61,035.16</b></p>
<p><b><u>Grant Activity 3:</u></b></p> <p>Implement practices to Increase fall to spring persistence, and summer transition rates by 2% per year for continuing Native Hawaiian students.</p>	<p><b><u>LAAs:</u></b></p> <ul style="list-style-type: none"> <li>Academic tutoring, counseling, and student support service programs designed to improve academic success.</li> </ul> <p><b><u>Dollars Spent: \$85,890.82</u></b></p>	<p><b>\$85,890.82</b></p>
<p><b><u>Grant Activity 4:</u></b></p> <p>Increasing culture-based education. As part of this project, Kauai CC proposes to create a Native Hawaiian gathering place on campus, increase cultural workshops and other learning opportunities on campus, and culturally relevant service learning, internships and employment in the community. In addition, a partnership with a Maori institution will greatly assist Kauai Community College in moving to a Hawaiian place of learning.</p>	<p><b><u>LAAs:</u></b></p> <ul style="list-style-type: none"> <li>Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.</li> </ul> <p><b><u>Dollars Spent: \$17,775.88</u></b></p>	<p><b>\$17,775.88</b></p>
<p><b><u>Grant Activity 5:</u></b></p> <p>Hire a Project Coordinator to facilitate grant and project administration.</p>	<p><b><u>LAAs:</u></b></p> <ul style="list-style-type: none"> <li>Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.</li> </ul> <p><b><u>Dollars Spent: \$9,079.37</u></b></p>	<p><b>\$9,079.37</b></p>
<p><b>Total Dollars Spent on All Activities</b></p>		<p><b>\$179,686.98</b></p>

## Section 5: Institutionalization

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### Grant Activity 1

The Hale Malama Care Center will enable staff and faculty to identify student needs early in the student's pathway, and reduce barriers to transition, retention and transfers through holistic student support and better communication between students and faculty advisors.

#### Financial Cost (\$)

5,905.75

#### Approved Line Items

Implement fiscal literacy training and professional development for faculty. We were not able to complete this due to covid-19 but we will do our best to complete this during Year 2. We did accomplish a renovation of two offices for our Malama Care Center Mental Health Center and HiNet staff so that discussions with students could be held in privacy (cost \$5905.75)

#### Institutionalization Plan

As we progress through the next four years of our grant, we will be assessing ways to institutionalize these costs of Malama Care Center training. At this time, it is too early to specify plans in this regard.

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### Grant Activity 2

Increase student use of the Learning Resource Center (LRC or Library Commons) and the Academic Support Center (ASC) by modernizing furniture and updating technology to create a 21st Century Teaching and Learning Environment as recommended in the University of Hawai'i Community Colleges Strategic Directions 2015-2021.

#### Financial Cost (\$)

61,035.16

#### Approved Line Items

Renovations in term of redesigning furniture and upgrading digital technology (\$61,036.16) in the Learning Resource Center (LRC) and Academic Support Center (ASC) (which is within the LRC proper and adjacent to the newly relocate Malama Care Center. The ASC received furniture and technology and the LRC main area received computers. We did not renovate the Native Hawaiian shade house in Year 1 but did decide upon the location and purchased shade cloth (charged in Year 2). Progress on this will be reported next reporting period.

#### Institutionalization Plan

We anticipate that these costs will be solely tied to the grant. Maintenance is provided by the college. Additional renovations may be funded with other grants and donations.

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### Grant Activity 3

Implement practices to Increase fall to spring persistence, and summer transition rates by 2% per year for continuing Native Hawaiian students.

#### Financial Cost (\$)

85,890.82

#### Approved Line Items

We hired Kipaipai staff and peer tutors/mentors and ambassadors to work closely with first year and continuing students to help improve persistence and transitioning (\$85,890.82).

#### Institutionalization Plan

Moving forward through the next four years of our grant, we will evaluate potential ways to institutionalize these costs, which are critical to maintaining the supports and standards established through Title III.

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### Grant Activity 4

Increasing culture-based education. As part of this project, Kauai CC proposes to create a Native Hawaiian gathering place on campus, increase cultural workshops and other learning opportunities on campus, and culturally relevant service learning, internships and employment in the community. In addition, a partnership with a Maori institution will greatly assist Kauai Community College in moving to a Hawaiian place of learning.

#### Financial Cost (\$)

17,775.88

#### Approved Line Items

Renovations were completed to the Hawaiian Studies Hale student study and learning area (\$17,775.88). We completed the soundproofing, for the walls, installation of a sliding door, and new windows, in addition to repairs to the air conditioning, floors and new wall paint.

**Institutionalization Plan**

We anticipate that these costs will be solely tied to the grant. Maintenance is provided by the college. Additional renovations may be funded with other grants and donations.

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**Grant Activity 5**

Hire a Project Coordinator to facilitate grant and project administration.

**Financial Cost (\$)**

9,850.88

**Approved Line Items**

We accomplished the hiring of a grant coordinator in Year 1 (\$9,850.88).

**Institutionalization Plan**

We do not foresee a means to institutionalize this position due to the size of our campus.

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**2. In the space provided below please explain any notable experiences you have had in institutionalizing this project. Please list any considerable challenges, successes, or failures.**

Since this is our first grant year and the impacts of the covid-19 pandemic have been severe, our college has not had an opportunity to plan institutionalization of our grant activities. We anticipate that the challenges posed by the pandemic will be reduced by the end of our grant, but at this time our planning horizon is longer. Our goals are institutionalize program positions and use renovations funded by Title III to build permanent capacity and quality that will attract and better support Native Hawaiian students.

**3. Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities? Please explain.**

While it is premature to attribute donations to this first year of our grant, we received 24 grants from non federal sources totaling \$356,982.00. These funds directly supported a wide range of campus areas, including those initiated by prior Title III grants (e.g. Cogs fund \$5,200). Hale Malama, a renovation activity in this current grant, received \$25,000 in local dollars for food security and student basic needs. Our Wai'ale'ale Program received \$88,000 to be issued for scholarships for Native Hawaiian students; this program is closely tied to the Kipaipai program that is part of this grant.

Kauai CC also received \$1,008,208 in CARES Act funding based on our status as an Minority Serving Institution.

## Certification

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You do NOT need to send a signed certification form to ED or upload a signed certification form.

### 1. Reporting Period

10/1/2019 to 09/30/2020

### 2. PR Award Number

P031W190003

### 3. Project Title

Kahua Paepae Ola

### 4. Recipient Information

Name: Kauai Community College

Address: 3-1901 KAUMUALII HWY , LIHUE, HAWAII 96766

### 5. Contact Information

Name: Margaret Sanchez

Title: Vice Chancellor of Student Services

Phone: (808)-245-8274 Ext:

Email: masanche@hawaii.edu

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### 6. Authorized Representative

(The Institutions President or someone with the institutional authority to sign off on federal sponsored agreements) **To the best of my knowledge and belief, all data in this performance report are true and correct.**

#### Name

Margaret Sanchez

#### Email

masanche@hawaii.edu

#### Phone

(808)-245-8274

#### Date

04/15/2021

### Report Submitted

This report was submitted by **Margaret Sanchez** on **04/15/2021**.

If you have additional questions, or need to make changes, please [contact](#) the Help Desk or your Program Officer.

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