

Welcome

PR/Award Number: **P031W190003**

Reporting Period: **10/1/2020 to 09/30/2021**

Grantee Name: **Kauai Community College**

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

Grant Identification

General Information

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

Project Director

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Grant and Report Information

Grant Award Year:	10/01/2019		
Reporting From:	10/1/2020 to 09/30/2021		
Grant End Year:	09/30/2024	Total Duration of Grant:	5 Yrs
Program Officer:	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.

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.

During Year 2, Title III funding enabled our small rural college to continue to strengthen academic support services through peer and professional tutors, peer mentors, and student ambassadors. We also accomplished renovations of the Malama Care Center, renovation of our Hawaiian Studies "kauhale", redesign and furniture selection for the first floor of the Learning Resource Center (LRC or Library) and progress to complete renovations of two native plant shade houses. These incremental renovations to our facilities institutionalized improvements to important learning environments and steadily pursued expansion of our culturally based curriculum. Due to the COVID-19 pandemic, many on campus events and learning opportunities have been curtailed. Despite these restrictions, one of the shade houses has been used during "Introduction to Botany 101" as part of our place and culture-based learning. In addition, one Native Hawaiian student completed a place-based learning project that developed propagation techniques for native, endemic ferns. As part of this project, the student documented the gametophyte and sporophyte stages of ferns, met with fern experts from the Hawai'i Department of Land and Natural Resources and Forestry and learned about a newly discovered fern species on Kauai. We expect that the number of students engaged in place-based projects and work opportunities will increase in Year 3, as COVID restrictions lift.

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

Enrollment at KauCC during Year 2 increased to 1,461 (total headcount) in Fall 2021 from 1,373 the previous fall (32% Native Hawaiian). The COVID-19 shutdown caused disruptions to the recruitment timeline for the Fall 2021 cohort that will need to be overcome; likewise, the current environment of socioeconomic uncertainty may discourage some accepted applicants from enrolling for classes. Enrollment was supported by our teams of Kipaipai FYE/SYE staff, mental health counselors at the Hale Malama Care Center and student workers including peer mentors, tutors, and ambassadors. These staff resources interacted virtually with prospective and new students to onboard students and transition them into classes.

Kipaipai FYE/SYE enrollment, as a Title III project, is an indicator of Native Hawaiian student enrollment and success in college. At the beginning of Year 2, Fall 2020, enrollment included 52 new students, 18 of whom are Native Hawaiian (34%). At the end of Year 2 beginning the Fall 2021 semester, 58 new students enrolled in Kipaipai, 24 of whom are Native Hawaiian (41%). An additional 45 students were given enrollment support throughout the summer of 2021 but ultimately chose not to enroll in Fall 2021 due to employment needs and/or being unable to comply with campus requirements for vaccination or weekly testing.

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

In May 2021, our college's graduation rate for 2-year degrees was 18% and our 3-year rate was a record high of 34%. Since the start of the grant, our cohorts have not reached graduation and thus there are no data at this time.

Student support programs and renovations directly supported graduation progress for our students by enriching campus experiences during a time of great disconnect and by providing modern teaching and learning supports. In May 2021 we held a drive through graduation, honoring student accomplishments and success amidst the pandemic; 307 degrees and certificates were earned by the end of the 2021 spring semester, above our goal of 305. Among native Hawaiian students, 99 degrees and certificates were earned, 124% above our goal of 80. Student services funded by Title III assist students in the transition from online back to in-person classes so students can maintain academic progress towards graduation. For students enrolled in Fall 2021, student supports were offered through the Hale Malama Care Center aimed at assisting with mental health needs and providing training and tools to successfully progress through online and hybrid learning modalities so that graduation can occur on time.

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

KauCC's fall to fall retention for Year 2 was 60%, an 8% decrease from the previous year. The Kipaipai First Year Program, for example had 69% total retention/55% Native Hawaiian. During the 2020-21 academic year many factors affected changes in retention and degree completion. Within Kipaipai, 86% of requests for emergency aid from students were related to COVID. Requests for support were highest due to housing insecurity, loss of employment, food insecurity, and unreliable transportation, contributing to increased levels of stress and anxiety.

Furthermore, results of a Fall 2020 student support survey showed that 42% of respondents reported living in a multi-generational home. Multi-generational living among Native Hawaiian families is a common concept rich with bene ts, but the pandemic created challenges for college students who struggle to balance family responsibilities with educational advancement and independence. During COVID-19, many students became primary caregivers for elders as well as teachers or caretakers for children who were distance learning. Simultaneous needs for and availability of employment competed with commitments to college persistence and retention. Current grant activities such as the Kipaipai FYE/SYE program, peer mentoring and tutoring, Hale Malama Care Center, and campus renovations provide best practices and support to improve student persistence through their college courses.

1d. Summarize the impact your institution’s Titles III, V, or VII grant has had on scal stability this year.

Due to statewide funding reductions caused by the COVID-19 pandemic, our campus experienced negative growth in terms of faculty and sta ng and reduced operational funding. As sta retired or were not renewed for work contracts and were not replaced by the UH System, the funding made available by Title III for sta to implement grant activities was a major strength for our small campus. In addition, funding for dozens of student workers provided students with additional scal stability as well as a sense of engagement on campus while they, in turn, provided a suite of student engagement, onboarding, and success support services to fellow students. Finally, renovations completed in Year 2 to the Hale Malama Care Center, Learning Resources Center, Hawaiian Studies "kauhale", Testing Center, and native plant shade houses would not have been scally possible without Title III.

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.

Completing many of the grant activities during Year 2 was a challenge due to activity restrictions, global supply chain shortages, and price increases. Despite these factors, we accomplished and made substantial progress in attaining several milestones.

Structurally, we accomplished the modi ed renovation and expansion of the Hale Malama Care Center that o ers a suite of culturally based mental health counseling, art therapy, and access to a food pantry, emergency aid, child care support, access to food stamps, assistance with transportation and connections to technology needs. . As the pandemic's e ects exacerbated across our small island, these supports provided critical care and college success supports. We also accomplished the redesign of the LRC as well as completion of the Hawaiian Studies "kauhale" renovation. The LRC furniture will arrive in June 2022, while the Hawaiian Studies furniture arrived in December 2021. Digital technology for both areas will arrive in Year 3. These areas were re-imagined, providing students with a modern, quiet, e e cient, and accessible place to study and collaborate.

We continued progress improving student engagement and academic success through the availability of student workers who supported many areas of student need from mentoring to tutoring. This in turn provided our students with income while they progressed through their college courses toward degrees. Lastly, we nalized purchases to renovate two native plant shade houses.

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

We have no additional ways to add at this time. We have appreciated timely responses to inquiries for technical support and approvals for changes.

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 a e ct, for better or worse, its capacity to ful ll 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 a e ct your ability to meet the goals of your grant. Include, if applicable, your institution’s plans to combat these challenges.

Once more, the COVID-19 pandemic a e cted us negatively during 2020-2021. We were not permitted to hold in-person cultural events or engage students with community service projects that were meant to train faculty and sta and engage our Native Hawaiian students with hands-on, place-based activities. Travel for sta development was also not permitted due to the pandemic. In addition, because in-person courses were rare, the work of our teams of student ambassadors, mentors, and tutors became more important than anticipated. Our student workers and professional tutors were challenged to use technology in the on-line environment to connect with and engage students with supports to help them attain good grades, make academic progress towards degrees, and stay in college to complete degrees. Combatting the pandemic is a slow and uncertain process but we have policies and procedures in place to resume

planned grant activities as much as possible in Year 3. Continued funding for student workers will be used to expand and strengthen our collegial net of student supports.

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 overall approach centers around the Achieving the Dream (AtD) model (www.achievingthedream.org), through which we are developing a holistic approach to student counselling, including case based management. The establishment of the Hale Malama Care Center was completed with reference to standards established at the COMPASSION CARE (now called CARE Services) Center at Kennesaw State University. This Center provides access to food, temporary housing, and other supportive services to foster students' realization of a healthy, stable, and dignified life academically and professionally, while also serving as a model of professional excellence and effectiveness by upholding core values of social justice, equity, economic sustainability, and mutual partnership. Based on this model, ongoing improvements to our Center will continue in Year 3. We have completed the relocation, renovation and expansion of the Hale Malama Care Center, offering a suite of services to students, improving access to modern teaching and learning environments, developing future opportunities for place-based learning on and off campus, and improving access to employment. Over time, progress will follow, and be accelerated by, the structural, process, and attitudinal changes that define our grant activities.

The Kipaipai Program is our First Year/Second Year Experience (FYE/SYE) for first time college students developed from the evidence-based model that we established through the Wai'ale'ale Program.

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

Yes No

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

We completed structural and personnel activities during Year 2 that established and expanded the functions of the Hale Malama Care Center. We were able to accomplish part of our evaluation plan to develop a capacity to offer wrap-around services. We are collecting data on intervention effectiveness in addressing different types of student problems and behaviors. We will work toward determining the strength of the relationship between an intervention and an outcome.

Similarly, we continued to implement the Kipaipai and Wai'ale'ale Programs providing student cohort-based supports for 280 students (64% native Hawaiian), whose progress is measured, tracked and evaluated each year. Interventions that support students in this program are associated with higher than average persistence rates (88% overall/94% among Native Hawaiians) and fall to fall retention rates (69% overall/55% among Native Hawaiians); these outcomes were above baselines and targets as described in the attached report. Finally, we administered best practices for the Academic Support Center through employment of peer and professional tutors. These actions provide a holistic approach to addressing key needs of our students. Results and progress will be measured and reported later in the grant cycle.

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

Yes No

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

We have completed annual reviews of our Kipaipai FYE/SYE program, Hale Malama, and the Academic Support Center (Tutoring) each of which provide data that will help us to assess the effectiveness of best practices used in these programs over time. These reports are attached as evidence of our progress addressing factors that contribute to

student persistence, retention and graduation.

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.

Kipaipai_Report_Kahua_Paepae_A
PR_Y2_3.1.22.pdf

Academic_Support_Center_Y2_rep
ort.pdf

Final_2020_2021_Hale_Malama_Pr
ogram_Highlights.pdf

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	1,461			
Fall-to-Fall Retention %	57	68	60			
4-Year Graduation Rate (2- & 4-Year)	20	21	0			
6-Year Graduation Rate (4-Year)	0	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

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

Yes No

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

During Year 2 the Kauai CC Institutional Researcher position remained vacant. The lack of a Kauai CC Institutional Researcher delays analytical processes and increases lead times for data requests from the University of Hawaii Office of Institutional Research.

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

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

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

2. If yes, has an audit pursuant to 2 CFR part 200, subpart F been completed?

Yes No

2a. If yes, were there any findings in the audit?

Yes No

2a1. If yes, what were the findings? Explain how these findings are being addressed. Please attach the report with the findings.

Please see the attached report for the University of Hawaii system. There were no specific findings for Title III grants or KauCC.

2021_a_133_audit.pdf

2E Endowment

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 2022 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

3A Project Objectives

1. What is the overall goal of your grant?

The Kahua Paepae Ola project will improve KauCC'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: 4

Grant Activity 1/4

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:

Implement Hale Malama services to support Native Hawaiian students during Year 2. This year, we continued to renovate spaces and purchase specific technology and training supports to provide quality case management for students. The Hale Malama Care team that provides mental health services was supported by Title III in terms of funding for two part time Counselor positions and two student interns. We met these objectives in Year 2 and will continue with process and facility improvements as needed.

Objective Status: Completed

Performance Measure 1/3

Performance Measure Description:

During Year 2 the Malama Care Center employed two full time (non Title III) and two part time staff (Title III) to support students. 113 students received mental health services, 14 of whom self-identified as Native Hawaiian (12.3%). This hale (house) within Student Affairs was renovated in Year 1 and Year 2. We have provided services successfully throughout Year 2 and experienced an increase in demand.

The program also created three informational videos that are available on the new and improved Hale Malama website, within the KauCC website, as well as creating brochures, and Monday and Friday gatherings for students. These latter two gatherings are called "Beach Manao Monday" and "Feeling Good Friday".

This program is part of our holistic support model that leverages and collaborates funds to support native Hawaiian students. The center links students with basic needs as well as mental health services. One closely affiliated program is "HINet" a service that provides students with emergency aid/funding, access to a food pantry, and meal vouchers. Approximately 37% of the students that use HINet are native Hawaiian.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/30/2021	annually

Data Type: Raw Number
 Ratio

Target	Actual
1.00	1.00

Performance Measure 2/3

Performance Measure Description:

Purchase materials and supports for the Malama Care Center.

We accomplished the purchase of two mental health assessment manuals and digital technology to aid the function and case management accomplished by the Hale Malama Care Center.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/30/2021	Year 2

Data Type: Raw Number
 Ratio

Target	Actual
3.00	3.00

Performance Measure 3/3

Performance Measure Description:

By Year 3, 50% of incoming referrals who are Native Hawaiian will have a Care Plan.

We exceeded this benchmark by achieving 100%: all 14 of the Native Hawaiian students who received referrals and care were provided with a Care Plan.

Measure Type: Project **Date Measured:** 09/30/2021 **Frequency Measured:** Year 2

Data Type: Raw Number
 Ratio

7.00	14.00
/	/
14	14
50%	100%

Grant Activity 2/4

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:

Renovation of the LRC.

We completed the redesign of the first floor of the LRC through a process of focus groups with students, staff, and faculty. The UH Community Design Center created new design ideas and the final choice informed the procurement, which will be completed in Year 3. One aspect of this activity included renovation of the LRC circulation desk. This measure will be revisited again in Year 3 because the process we determined to be more complex than originally thought. Therefore, our campus has to reconsider the process and costs associated with this specific aspect of LRC renovations.

Objective Status: Change in schedule

Performance Measure 1/2

Performance Measure Description:

Redesign and purchase furniture for the first floor of the LRC during Year 2.

We completed the 1) redesign by hiring the UH Community Design Center to lead design options that were selected by our campus. but 2) we did not complete the procurement during Year 2 due to delays in supply and delivery resulting from the pandemic. The furniture is expected to arrive in June 2022.

Measure Type: Project **Date Measured:** 09/30/2021 **Frequency Measured:** Year 2

Data Type: Raw Number
 Ratio

2.00	1.00
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Performance Measure 2/2

Performance Measure Description:

By the end of Year 2, purchase a new or renovate an existing circulation desk.

Our original budget of \$10,000 was insufficient. We obtained \$30,000 in Year 3 supplemental funding to meet this measure. The concept of planning a desk renovation was complicated and not easily procured in Year 2 due to university-wide staff shortages, costs, and lack of vendors willing to bid on a conceptualized version of the project.

The timing of the replacement or renovation of the 1960s era circulation desk was premature but now that the first floor of the LRC has been redesigned and the furniture is on the way, we can use this concept to guide our renovation or purchase of a new circulation desk with a more adequate level of funding.

Measure Type: Project **Date Measured:** 09/30/2021 **Frequency Measured:** Year 2

Data Type: Raw Number
 Ratio

1.00	0.00
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Grant Activity 3/4

Activity Description:

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

Objective 1/3

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 1/2

Performance Measure Description:

By the end of Year 2, 58 first time college students enrolled in the Kipaipai Program 41% (N=24) of whom are Native Hawaiian. This is an % increase from Fall 2020 during which 52 students were enrolled and 34% were Native Hawaiian. These percentages are also above the overall campus enrollment percentages for Native Hawaiian students which were 32% in Fall 2020 and 30% Fall 2021.

Measure Type: Project **Date Measured:** 09/30/2021 **Frequency Measured:** annually

Data Type: Raw Number
 Ratio

18.00	24.00
/	/
52	58
35%	41%

Performance Measure 2/2

Performance Measure Description:

Increase fall to spring persistence by 2% per year for Native Hawaiian students within the Kipaipai Program.

For students within the Kipaipai Program fall to spring retention in 2020-2021 was 88% overall and 94% for Native Hawaiian students.

Measure Type: Project **Date Measured:** 09/30/2021 **Frequency Measured:** annually

Data Type: Raw Number
 Ratio

84.00	94.00
/	/
100	100
84%	94%

Objective 2/3

Objective Description:

Provide professional and peer tutors in the ASC to increase student college success and use of tutoring services in the LRC.

Students were provided with one-on-one sessions, group sessions, and embedded tutors.

Objective Status: Completed

Performance Measure 1/3

Performance Measure Description:

Year two accomplishments are listed below:

The number of students served were less than in past years as a direct result of the pandemic.

Below we report the number of self-identifying native Hawaiian students compared to the total number of students served:

Fall 2020: 157 (9 Native Hawaiian) = 6%

Spring 2021: 185 (12 Native Hawaiian) = 6%

The number of students served increased between semesters and the percentage of Native Hawaiian students remained the same. Furthermore, the pass rate for students that were tutored was 2% higher than those who were not tutored.

It was a struggle to hire and keep tutors, especially peer tutors during the pandemic. Students do not want to come to campus to work if their classes are on-line.

Number targets for hiring personnel were not defined in the application and varied as a result of COVID-19, demands/needs, and availability of students and professional tutor personnel.

Fall 2020:

- 10 peer tutors -started high, but student tutor retention fell
- 3 professional tutors -target was 4, two for Math and 2 for English
- 6 embedded tutors -target met
- 9 embedded classes

Spring 2021

- 5 peer tutors - target 10 not met
- 3 professional tutors -target of 4 not met
- 5 embedded tutors -sufficient
- 11 embedded classes -increase met target

Measure Type: Project **Date Measured:** 09/30/2021 **Frequency Measured:** annually

Data Type: Raw Number
 Ratio

9.00	12.00
/	/
157	185
6%	6%

Performance Measure 2/3

Performance Measure Description:

By Spring semester 2021, 33% of students will have received tutoring outside of class.

We did not accomplish this objective because engagement with tutoring was worsened by the on-line learning methods required by the conditions of the pandemic. Results for Native Hawaiian students were worse, with only 1% seeking tutoring outside of class. While much of this may be attributed to the effects of COVID-19 on campus attendance and engagement, we are seeking to improve this result during the final three years of this grant.

Measure Type: Project **Date Measured:** 09/30/2021 **Frequency Measured:** Year 2

Data Type: Raw Number
 Ratio

32.00	342.00
/	/
100	1461
32%	23%

Performance Measure 3/3

Performance Measure Description:

By spring semester 2021, 32% of Developmental Education students will receive tutoring in class sessions.

Despite offering services in class, the engagement of students in tutoring in on-line classes was extremely poor for us in Year 2. We will be consulting with instructors and engaging other campus staff resources to reach out to Developmental Education students more aggressively in Year 3. However, the continued restrictions on in-person meetings within our classes will continue to affect our progress until the pandemic subsides.

Measure Type: Project **Date Measured:** 09/30/2021 **Frequency Measured:** Year 2

Data Type: Raw Number
 Ratio

32.00	14.00
/	/
100	1461
32%	1%

Objective 3/3

Objective Description:

Renovate the Testing Center to modernize function and accessibility.

The Testing Center provides a variety of testing supports for all students. We have been in a process of assessing needs, budget (\$37,000), and feasibility of renovation options. As a result this renovation will be delayed until Year 3. The delay is the result of the COVID-19 pandemic, overloaded duties of UH employees, and University processes regarding construction options and costs. At the end of Year 2, we had determined that construction was not needed. We installed a new door to create a small testing room for students with certain testing needs that also serves as an office space for the Testing Center Coordinator. These changes enhance the security, flexibility and efficiency of the Testing Center. We plan to purchase new security cameras, wall-mounted sound barrier tiles, and furniture in Year 3.

Objective Status: Change in schedule

Performance Measure 1/1

Performance Measure Description:

By end of Year 2, complete renovation of Testing Center and spend down \$37,000.

This was partially accomplished but not completed for the reasons explained above but we have a revised plan for Year 3.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/30/2021	Year 2

Data Type: Raw Number
 Ratio

1.00	0.00
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Grant Activity 4/4

Activity Description:

Increasing culture-based education.

As part of this project, KauCC will create a Native Hawaiian gathering place on campus, increase cultural workshops and other learning opportunities on campus, and engage students in culturally relevant service learning, internships and employment in the community. In addition, a partnership with our partner Maori institution (Otago Polytechnic) will greatly assist our capacity to serve as a Hawaiian place of learning.

Objective 1/3

Objective Description:

We successfully built upon progress made in Year 1 to renovate the Hawaiian Studies Hale in order to enhance student and faculty use of the area. We also purchased additional materials to renovate two native plant shade houses.

The Hawaiian Studies Hale was used as an indoor commons area. This areas was remodeled as planned during Years 1 and 2 so that it could be modernized and updated for safety to improve the quality of the area for student use. Junk and old furniture was removed from inside the room by sta , sound proo ng was installed on walls (Y1), old moldy carpet was pulled up (Y1), new laminate ooring was installed (Y1), walls were painted (Y1), the air conditioner was replaced (Y1) and a sliding door was installed (Y2) These improvements made this space usable, safe and modernized for our students to study and meet. In Year 2 we further used funds to purchase furniture for this area and the outside lanai. The area was redesigned with input from students and sta . The new furniture will arrive in Year 3. During Year 3 we will nish with the purchase of digital technology that students will be able to use for group meetings and coursework.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Purchase furniture for the renovated Hawaiian Studies "Kauhale". Furniture designs were decided upon after multiple meetings with faculty, sta , and students in the spring of 2021. The result was the concept of creating a quite collaborative study area with facilities for food storage and exible furniture arrangements. The furniture was purchased around the time of the end of Year 2 however, delivery was not completed until December 2021.

Measure Type:	Date Measured:	Frequency Measured:
Project	09/30/2021	annually

Data Type: Raw Number

Ratio

1.00	1.00
------	------

Objective 2/3

Objective Description:

Offer service learning and applied internships for students with community partners. This objective is designed to ground students in the richness of cultural practice, values, and pedagogy, while relating these also to explorations of skills and career pathways through service learning and applied internships.

Both aspects of this objective were delayed by at least one year due to the COVID-19 pandemic. We look forward to Year 3 to be able to initiate the measures associated with this objective as restrictions caused by the pandemic subside.

Objective Status: Change in schedule

Performance Measure 1/2

Performance Measure Description:

During Year 2, 15% of native Hawaiian students will be exposed to service learning and applied internships.

During Year 2, one student completed a project focused on propagating endemic native fern species in one of the newly renovated shade houses and engaging with local agencies such as the Hawai'i Department of Land and Natural Resources and non-profits such as the National Tropical Botanical Garden. This native Hawaiian student received a \$1,000 stipend upon successful completion of the project. Despite this success, we were not able to meet the totality of this objective measure due to restrictions imposed on our campus and students during pandemic. We hope that we will make headway on this objective during Year 3 as the pandemic subsides.

Measure Type:

Date Measured:

Frequency Measured:

Project

09/30/2021

Year 2

Data Type: Raw Number

Ratio

15.00	1.00
/	/
100	1461
15%	0%

Performance Measure 2/2

Performance Measure Description:

Deliver an annual survey of native Hawaiian students to measure their responses regarding satisfaction with the availability of cultural activities.

Our goal was to increase satisfaction by 2%/year. Starting with a 71% response rate indicating a desire for more cultural activities in Year 2 and declining to 69% (Y3), 67% (Y4) and 65% in Year 5.

During Year 2 we did not see any improvement in our initial score of 72.5% because we were not able to hold or advertise, engage with cultural events in person as part of the grant. We plan to make headway in Year 3 as the restrictions caused by the pandemic subside.

Measure Type:

Date Measured:

Frequency Measured:

Project

09/30/2021

Year 2

Data Type: Raw Number

Ratio

71.00	72.50
/	/
100	100

Objective 3/3

Objective Description:

Renovate two native plant shade house facilities on campus so that they can be used for classes and student projects and service learning. This objective was to be initiated in Year 1 (\$15,000) and completed in Year 2 (\$1,000) in terms of supply procurement. Final work on the second shade house will be completed in Year 3.

Objective Status: Change in schedule

Performance Measure 1/1

Performance Measure Description:

Complete renovation of the two native plant shade houses during Year 2.

We purchased and installed two shade cloths custom made to fit the two existing structures in the garden complex.

One shade houses have been used by 10 Botany 101 students in Fall 2021 semester to propagate native white hibiscus, rare and endangered Polycias racemose, and Ohia Metrosideros from seed. The Ohia trees are invaluable as our island struggles to combat a fungi that rapidly kills this keystone forest species.

The second shade house is pending final completion because some parts of the structure need to be repaired before the rest of the renovation can be completed. However, all materials were procured, and these last repairs will be completed in Year 3.

Measure Type:

Date Measured:

Frequency Measured:

Project

09/30/2021

Year 2

Data Type: Raw Number

Ratio

2.00	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	76,555.24	169,051.00	245,606.24	232,385.80	0.00	13,220.44	5.38	503,174.00	<input type="checkbox"/>
Student Personnel									<input type="checkbox"/>
Fringe Benefits	22,448.39	34,399.00	56,847.39	36,007.45	0.00	20,839.94	36.66	95,235.00	<input type="checkbox"/>
Travel	2,500.00	2,500.00	5,000.00	0.00	0.00	5,000.00	100.00	10,500.00	<input type="checkbox"/>
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	30,000.00	<input type="checkbox"/>
Supplies	29,519.89	74,000.00	103,519.89	37,723.25	0.00	65,796.64	63.56	0.00	<input type="checkbox"/>
Contractual	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Other	70,635.65	99,500.00	170,135.65	20,079.45	0.00	150,056.20	88.20	281,500.00	<input type="checkbox"/>
Total Direct Costs	201,659.17	379,450.00	581,109.17	326,195.95	0.00	254,913.22		920,409.00	
Indirect Costs									<input type="checkbox"/>
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	\$201,659.17	\$379,450.00	\$581,109.17	\$326,195.95	\$0.00	\$254,913.22		\$920,409.00	

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:

At the end of Year 2 we had a large amount of funding remaining in "Others" (\$150,056.20) as well as "Materials" (\$65,796.64). The cause of these large balances was due to changed circumstances caused by the pandemic.

Renovation spending was delayed due to COVID-19. We completed the redesign of the LRC on time within Year 2, however the purchase order for \$98,579.23 could not be completed until December 2021 with delivery expected in June 2022. Additional furniture purchased beginning of Y3 and funds drawn down by end of December 2021.

We were also unable to spend funding in the "Travel" category (\$5,000) but have plans to spend this in the spring of 2022.

Carryover in the "Personnel" category will be spent down in Year 3 since we hired a new Grant Support Assistant in September after nearly a year gap.

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.

At the end of Year 2 we had a large amount of funding remaining in "Others" as well as "Materials". The cause of this was due to changed circumstances caused by the pandemic.

Renovation spending was delayed due to COVID-19. By the end of December 2021 the funding for the renovation furniture in the amount of for \$98,579.23 was encumbered. In addition, we are planning to hire a new position for the Malama Care Center, advance renovations to the Malama Center and Testing Center.

To address "Travel" carryover, we plan to fund professional development for five Malama Care Center staff in March 2022 and to support international travel in 2022 to accomplish our objective related to Otago Polytechnic, our partner Maori institution in New Zealand.

Spending of "Personnel" funding will pick up in Year 3 with the September hiring of a Grant Support Assistant and funding for 4 professional tutors including one for students who speak English as a second language (in addition to English and Math).

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

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:

Goals that we have not been met were centered on social and economic challenges presented by the COVID-19 pandemic that affected supply availability, costs of goods and services, vendor and manufacturer schedules, and staff availability. The pandemic also negatively affected the number of students on campus, the number of students engaging in student support services, and participation opportunities in internships, cultural workshops, and culture-based learning. In addition, we were not able to accomplish travel during Year 3 for Professional Development. We expect that this will improve in Year 3.

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 funding for student employees has been invaluable during Year 2 and we spend down this category beyond our original budget. The student employees supported many kinds of engagement and support activities for our students, including peer mentoring, onboarding, reception, and career and tutor support. Our college's provision of these services has been especially important during the pandemic.

Section 4: LAAs

LAAs

Grant Activity	LAAs	Total Dollars Spent
<p><u>Grant Activity 1:</u></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><u>LAAs:</u></p> <ul style="list-style-type: none"> Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services. <u>Dollars Spent: \$20,063.89</u> Funds and administrative management, and acquisition of equipment for use in strengthening funds management. <u>Dollars Spent: \$37,301.50</u> Other Activity : Malama Care Center Internship stipends for four students <u>Dollars Spent: \$6,000.00</u> 	<p>\$63,365.39</p>
<p><u>Grant Activity 2:</u></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><u>LAAs:</u></p> <ul style="list-style-type: none"> Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services. <u>Dollars Spent: \$7,985.06</u> Tutoring, counseling, and student service programs designed to improve academic success. <u>Dollars Spent: \$142,144.23</u> 	<p>\$150,129.30</p>
<p><u>Grant Activity 3:</u></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><u>LAAs:</u></p> <ul style="list-style-type: none"> Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services. <u>Dollars Spent: \$488.28</u> Development and improvement of academic programs <u>Dollars Spent: \$41,616.76</u> 	<p>\$99,054.09</p>

	<ul style="list-style-type: none"> Funds and administrative management, and acquisition of equipment for use in strengthening funds management. <u>Dollars Spent: \$56,949.05</u> 	
<p><u>Grant Activity 4:</u></p> <p>Increasing culture-based education. As part of this project, KauCC will create a Native Hawaiian gathering place on campus, increase cultural workshops and other learning opportunities on campus, and engage students in culturally relevant service learning, internships and employment in the community. In addition, a partnership with our partner Maori institution (Otago Polytechnic) will greatly assist our capacity to serve as a Hawaiian place of learning.</p>	<p><u>LAAs:</u></p> <ul style="list-style-type: none"> Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services. <u>Dollars Spent: \$12,647.17</u> Other Activity : student intern in Place-based learning botanical project related to native Plant Shadehouse <u>Dollars Spent: \$1,000.00</u> 	<p>\$13,647.17</p>

Section 5: Institutionalization

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 (\$)

63,365.39

Approved Line Items

Renovation of the Hale Malama Care Center (\$50,000 Y2) and funding of staff counselors (modified from original budget to fill need up to approximately \$40,000) and intern stipends (\$12,750).

Institutionalization Plan

While renovation of Hale Malama Care facilities was completed below our original budget (\$12,926) of \$50,000 in Year 2), this was due to a change in location and abilities to complete and afford originally desired construction. In Y1 we decided to change tactics to get the much needed center established in a secure location. However, future plans may change the location of this center. The changes made thusfar have institutionalized the availability and some of the operation of the Malama Care Center. We purchased needed room soundproofing and office and educational/therapy supplies and professional supports (assessment software). These costs are institutionalized although future purchases of software may not be.

Continued funding for Counselors and intern stipends has not been institutionalized yet, but would be supported by additional grants and eventually UH funding. We need to wait for the current State of Hawai'i fiscal constraints and UH hiring freeze to be lifted to evaluate what options may be feasible.

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 (\$)

150,129.30

Approved Line Items

Purchase of furniture and digital technology for the LRC (\$73,000, Y3 real cost will be \$98,579.23) and the ASC (Y1 complete). accomplished in Y2 because costs had increased substantially. To overcome this challenge we received Supplemental funding in Y3 that provides an additional \$30,000 to complete this item. Costs associated with funding peer and professional tutors (\$36,700 and \$40,000/yr) were spent as much as we would, however demand for peer tutors was down by 60%.

Institutionalization Plan

We completed the ASC renovations in Year 1 and by the end of Year 2 had selected the LRC redesign furniture bid for purchase; delivery will be completed by June 2022 due to supply and delivery backlogs. LRC Technology upgrades have been largely completed except for iMacs which will be purchased in Year 3 when a Manufacturer upgrade will be available. Finally, the circulation desk will become a focus of Year 3. Once these items are purchased, they are institutionalized.

Institutionalizing staffing costs for peer and professional tutors is challenging in the current fiscal environment. We need to wait for the current State of Hawai'i fiscal constraints and UH hiring freeze to be lifted to evaluate what options may be feasible.

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 (\$)

99,054.09

Approved Line Items

The Testing Center renovation budget was originally \$37,000, but in early Year 2 we estimated that the updated costs would be approximately \$70,000. Title III would be combined with UH Testing Center funding to fully support the costs.

Student peer mentors and ambassadors as well as those who work in the Career Center were budgeted

Student peer mentors and ambassadors as well as those who work in the career center were budgeted (\$102,908.3). Funding for a course buy-out for Will Dressler to teach college success courses (~\$45,000) was in our budget for Year 2.

Institutionalization Plan

Planning of the Testing Center renovation has been delayed by institutional barriers to implementing construction (e.g. costs, staffing and approval processing timelines). We purchased a needed door and are planning to complete the remainder of the renovations in Year 3.

Spending for Will Dressler to teach the IS110 and IS 11 courses is included here (\$41,616.76) as it pertains to Kipaipai requirements to increase student persistence and summer transition rates.

Institutionalizing these costs will be dependent on future systemwide funding levels and other grants possibly.

Grant Activity 4

Increasing culture-based education. As part of this project, KauCC will create a Native Hawaiian gathering place on campus, increase cultural workshops and other learning opportunities on campus, and engage students in culturally relevant service learning, internships and employment in the community. In addition, a partnership with our partner Maori institution (Otago Polytechnic) will greatly assist our capacity to serve as a Hawaiian place of learning.

Financial Cost (\$)

13,647.17

Approved Line Items

Renovation of the two native Hawaiian plant shade houses on campus (Y1 \$15,000, Y2 \$1,000), renovation of the Hawaiian studies "kauhale" room (Y1 \$35,000). Student place-based project and work opportunities (\$12,500).

Institutionalization Plan

We have largely completed the purchases and renovation and institutionalization of the shade houses and Hawaiian Studies kauhale.

As part of place-based learning projects, one student was awarded a \$1,000 for her work propagating native ferns. This cost is not within our means to institutionalize at this time. Remaining funding will be used for future projects and work opportunities as the restrictions of COVID-19 subside.

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.

Successes

Institutionalizing renovations, except those requiring actual construction, have been successful although many have been changed. Renovations and construction costs increased above original budgets in many cases due to COVID-19. However, we have also been able to institutionalize renovations that are "structural" in all areas planned to some degree. For example, we have restructured student supports through the Hale Malama Care Center and Kipaipai Programs as well as creating the new kauhale student study space in Hawaiian Studies. We have incorporated "process changes" and "attitudinal changes" on time that dovetail well with many process changes that were needed due to the pandemic. Title III funding was essential to obtain the materials, supplies, equipment and hire personnel to make these institutional changes possible.

Challenges

Funding that supports grant management and support staff cannot be institutionalized at this time, or in the foreseeable future. Funding for international coordination, instructional positions, professional tutors, and professional development is challenging to institutionalize without increased revenue to the college. However, as future enrollment may increase, funding to support these specific and important types of activities may also increase. Similarly, funding for student workers and internships can be institutionalized in a very limited capacity, in proportion to annual legislative university/college allocations.

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.

Because of past successes with Title III grants, we were awarded additional Title III and NHEA grants in 2021. Successful Title III funded campus improvement such as our FYE/SYE, peer mentors and tutors, academic course development, indigenization of pedagogy, professional development, classroom renovations, Early College Math Pilot Project, CogsGo!, and STEM internships have laid a strong kahua (foundation) upon which this grant and the two new grants awarded in 2021 can build.

Certification

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

1. Reporting Period

10/1/2020 to 09/30/2021

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

6. Authorized Representative

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

Name

Toni-ann Samio

Email

toniann@hawaii.edu

Phone

(808)-932-7685

Date

04/01/2022
