

Welcome

PR/Award Number: **P031W190005**

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

Grantee Name: **UNIVERSITY OF HAWAII SYSTEMS**

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

Grant Identification

General Information

| | | | |
|---|---|--------------------|-------------------------------|
| PR Award Number: | P031W190005 | Unit ID: | |
| Program: | Title III - Part A Native Hawaiian Serving Institutions | | |
| Grantee Name (Institution Name): | UNIVERSITY OF HAWAII SYSTEMS | | |
| Address 1: | 3-1901 KAUMUALII HWY | | |
| Address 2: (Optional) | | | |
| City: | LIHUE | | |
| State: | HAWAII | Zip: | 96766 Zip + 4: 9500 |
| Project Title: | Keleka'a Ho'ona'aou: Education Delivered Through Distance Education | | |
| Institution Type/Control: | 2-year Public | Grant Type: | Cooperative Development Grant |

Project Director

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|----------------------|---|-------------------|--------------------|
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Grant and Report Information

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|--------------------------|--------------------------------|---------------------------------|-------|
| 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.

The aim of this collaborative Title III grant is to support students on Kaua'i, particularly students of Native Hawaiian descent, in a seamless transition from Kaua'i Community College (KauCC) to distance education programs at UH West O'ahu (UHWO). Amidst the extensive challenges resulting from the COVID-19 pandemic, Title III funding during Year 2 enabled us to meet the intent of Title III legislation by providing standing and peer tutor services for Distance Education (DE) students and to approve new DE baccalaureate degrees that became even more relevant and attractive during the pandemic. We supported UHWO's mission of "offering a distinct and accessible student-centered education that focuses on the 21st Century learner" by providing opportunities to continue post-secondary education within the UH system beyond an associate's degree. To meet this goal, we initiated the renovation procurement process to complete the design of the "state-of-the-art" DE classroom on the KauCC campus. Grant activities also incorporated student support services, based on the HA: BREATH culturally-based education framework, into the DE experience, which establishes a culturally rooted foundation for academic and career growth. Together these activities fulfill the legislative intent of Title III.

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

Full-time students in KauCC's associate's Business Program increased from 68 students (Fall Y1; 56% Native Hawaiian) to 71 (Fall Y2; 45% Native Hawaiian). Factors that affected this increase include the pandemic shifting people to take more classes while unemployed, and curricular pivots to asynchronous online, thus allowing students to take classes without having to be on campus physically. As people return to work we expect to enroll more part-time students in the future, as the cost-of-living in Hawaii is high and people will likely need to work multiple jobs to make ends meet.

Two concentrations for this grant, Business Administration and Secondary Education degrees, had enrollments of 31 (6% Native Hawaiian) and one student, respectively. The number of KauCC Business associate degree graduates who transferred into the UHWO BA degree was two during this timeframe. As mentioned above, we anticipate increases during Year 3. The third degree option in Hawaiian Pacific Studies will be offered Fall 2022, which will provide additional opportunities for transfer and Native Hawaiian student participation.

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

In May 2021, KauCC's graduation rate for 2-year degrees was 18% and the 3-year rate was 34%. Graduation rates related to activities of this grant are not available at this time since it is only Year 2 and we implemented two of three DE baccalaureate degrees in Business Administration and Secondary Education starting Year 2. The third degree option in Hawaiian Pacific Studies was not completed in Year 2 but will be offered in Fall 2022 (Year 3).

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

KauCC 2+ Business students, a key aspect of developing DE transfers, had a fall-spring persistence rate of 67% and fall-to-fall retention of 45% in Year 2. For comparison, Business AA fall-to-spring persistence rates were 67% (pre-grant) and 64% (Year 1), whereas fall-to-fall persistence rates were 37% pre-grant and 40% during Year 1.

Student cohorts from KauCC who attend UHWO had retention rates of 71% in fall 2020, down from 83% the year prior. Pre-grant retention was 100% in fall 2018. The student persistence rate among the 31 students enrolled in the Business Education BA program at UHWO was 64.5% (20/31) from fall 2021-spring 2022 and 100% for the BA Secondary Education degree program.

Socioeconomic and cultural factors beyond our control impact student decisions to enroll in and continue college. Continued progress implementing and adaptively managing activities aimed at providing holistic culture-based support in a modernized distance learning environment are expected to improve our retention rates as we emerge from the COVID-19 pandemic.

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

Title III support has been instrumental to fiscal stability through direct support of student services, tutor assistance, professional development and renovation costs for architectural design of the new state-of-the-art DE classroom.

Support through the full five years of the grant allows UHWO to add more hours for tutors in the No'eau Center to help reach students on Kaua'i and other neighbor islands. In addition, a UHWO budget modification provided five laptops for students to use at the Kaua'i University Center (four Chromebooks/one MacBook), as well as 12 iPad keyboard cases and iPad (Apple Pencils) to accompany the already 12 iPads that were purchased in Y1. Finally, Title III funding has been instrumental for planning the creation and future construction of a DE Classroom at KauCC.

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.

1) Expand and Enhance 21st Century Learning Environments at Kauai CC to Provide Access to an Expanded Number of Educational Options Through Distance Education.

KauCC completed selection of an architectural firm to manage the design and construction of the second floor DE Classroom.

2) Collaborate to Expand 2+2 Distance Education Pathways for KauCC Native Hawaiian Students with Seamless Transitions to UHWO.

UHWO completed offering the English concentration fully online, as well as the B.Ed. in Secondary Education, with a focus in English, and B.Ed Middle Education, with a focus in English. Along with the completion and offering of the English concentration, UHWO has made budget modifications to meet grant activities related to project administration, student counseling, and peer tutoring.

3) Enhance Holistic HCBE-Based System of Native Hawaiian Student Support Through Collaborative Learning Between KauCC and UHWO.

UHWO and KauCC created and shared the 6-part HA video series featuring UHWO students, faculty and staff. The videos center on the theme of the Ti plant and an acronym based on the word BREATH (which is the meaning of HA). The videos strengthen cultural significance and connections to academic and life skills.

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

One way in which the Education Department can further support our grant project is through timely responses to activity and budget change requests (e.g., 7-10 days).

Additionally, the new Principal Investigator training was cancelled because of the COVID-19 pandemic. It would be helpful to reschedule this face-to-face training to help grantees successfully complete their grant objectives and federal requirements. This is the second year we have made this request.

Finally, upgrading the reporting portal to improve ease of reporting and incorporating non-quantitative data would be helpful. For example, when reporting the completion of a hire, program implementation or program supports, the availability of a checkbox or a completed/not completed drop down option would be more direct compared to our grant application.

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

If so, how? Use quantifiable measures where possible. These may be presentations, publications, program development, and recommendations for policy changes due to the project.

We have contributed to an improved practice of engaging students through an indigenous learning cycle based on the HA: BREATH Na Hopena A'o. Through the grant we developed a 6-video series for DE, Native Hawaiian and all students to view and engage with using the Ti plant (Cordyline fruticosa), which is also called Ki in Hawaiian. Brought to Hawaii by Polynesian voyagers, Ti served as a material for clothing, rain gear, sandals, roof thatching, dinner plates, ceremonial activities, fishing lures and making okolehao, an alcoholic brew from the roots. Today, cultural uses are still prominent including cooking and lei making. A Ti lei adorns the recipient with wishes of good luck, good health and aloha.

The video series, which is still available, focuses on all of the elements of the HA cycle and using Ti as an illustrative hands-on connection. Students were invited to weave and work with the Ti plant. Each of the videos were focused on:

1) strengthening a sense of belonging, 2) strengthening a sense of responsibility, 3) strengthening a sense of excellence, 4) strengthening a sense of aloha, 5) strengthening a sense of total well-being, and 6) strengthening a sense of Hawai'i.

The video series can be found at this url: https://www.youtube.com/playlist?list=PLH98xOCONJgoNF1IzgfNkji7OeIVkO_Lp

This resource will continue to be used and shared with students as it serves as a basis for continuing the expansion of knowledge and practice regarding the HA: BREATH framework

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.

The primary challenge we faced during Year 2 was the COVID-19 pandemic which primarily effected procurement (e.g. increased costs and delivery timeframes). We were able to increase enrollment in the 2+ Business degree at KauCC, which was in high demand. We were also on schedule with the B.Ed. degrees, while the BA in Pacific Hawaiian Studies will be delayed by one year.

Activities related to strengthening DE programs, as well as DE student support services that have emerged during the pandemic, have benefited UHWO students located on Kaua'i. Additionally, there has been an increase in professional development opportunities available to UHWO faculty and staff to support and improve distance learning, universal design, and accessibility, which will benefit the goals and activities of this program.

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 proposal highlighted research findings that relate to success of disenfranchised students and emphasize the importance of:

- Sensitivity to learner interest (Renninger & Hidi, 2011);
- Relevance and value (Koballa & Glynn, 2007; Sciefele, 2009);
- Hawaiian cultural Influences in Education (Takayama and Elia 2009);
- Increasing student success and retention (Boylan and Hunter 2010); and
- Effectiveness of online learning (Means et al. 2013).

The evidence-based intervention we proposed to implement was the HA Framework. During Year 2 we emphasized cultural influences that are important for the success of Native Hawaiian students enrolled in distance education (Takayama and Elia 2009) specifically through implementation of the Na Hopena A'o -Native Hawaiian learning framework. This framework, used by Kamehameha Schools, approaches the development and management of indigenous learning communities through holistic attention to academic, social-emotional, and social-cultural supports. Our application cited studies regarding ways that curriculum and student services contribute to a student's perception of relevance and personal value, increase student success and retention, and engage online learners (Koballa and Glynn 2007; Sciefele 2009; Boylan and Huner 2010; Means et al. 2003). We have integrated the HA Breath framework to promulgate native Hawaiian cultural concepts throughout our advising and tutoring services to develop culturally engaging and supportive directions.

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

Yes No

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

The promulgation of the HA: BREATH framework resulted in creation of a six-part video series by Anuhea Piliere and Krysal Reeves. This series was designed to engage the talents of many distance education students and faculty, as well as student musicians as a way to maximize connections and cultural authenticity between presenters and viewer (recipients). This video will be available to students throughout the year.

In addition, UHWO staff created a suite of professional development courses to assist faculty who deliver on-line courses. Eight sessions and workshops were provided with a range of 10-15 participants at each. Topics included: rethinking assessment and engagement, improving crafting of learning objectives, helping learners track progress, improving the quality of course design, and best practices for using online software such as Lulima and Zoom. These interventions will continue in Year 3 to maintain positive change and achievements that support excellent distance instruction and learning.

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.

Dr. Kalikolani Correa, Assistant Professor of Hawaiian Pacific Studies prepared a report describing the development of an online delivery for the Humanities/Hawaiian-Pacific Studies (BA-HUM-HPST), which is currently offered as an in-person program with many Distance Education (DE) courses. The assessment completed is attached as evidence of substantial progress towards completing this objective, the implementation of which was delayed a year because of faculty changes and the pandemic.

Also attached is the 2020 Fall - Distance Education Student Survey (UHWO - KauCC Cohort) Visual Response Data as evidence of evaluation of our student perceptions, needs, and responses to our activities.

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.

UHWO_Hawaiian_Pacific_Studies_report_and_advising_attachments_Y2.pdf

2020_Fall__Distance_Education_Student_Survey_UH_West_Oahu__Kauai_Cohort__Visual_Response_Data.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 | | | |
| 2-Year Graduation Rate (2-Year) | 20 | 21 | 0 | | | |
| 4-Year Graduation Rate (2- & 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

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 attached report.

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?

There are three major goals to the Keleka'a Ho'ona'aou: Education Delivered Through Distance Education project that will expand and enhance the distance learning experiences and student support services of Native Hawaiian students on Kaua'i. These three goals are:

- 1) Expand and Enhance 21st Century Learning Environments at KauCC to Provide Access to an Expanded Number of Educational Options Through Distance Education;
- 2) Collaborate to Expand 2+2 Distance Education Pathways for KauCC Native Hawaiian Students With Seamless Transitions to UHWO; and
- 3) Enhance Holistic HCBE-Based System of Native Hawaiian Student Support Through Collaborative Learning Between KauCC and UHWO.

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

The expected long-term impact of this grant includes providing state-of-the-art distance learning facilities for Kaua'i students to support newly developed distance baccalaureate degree programs in addition to Hawaiian culture-based education to enhance the success for students enrolled in these programs. As a result we expect to see increased transfer of KauCC students into DE baccalaureate programs, which includes an increase in enrollments and degree attainment by Native Hawaiian students.

KauCC will have expanded and enhanced learning environments through remodeling of Learning Resource Common (LRC) spaces and will develop 2+2 DE degree program articulations to further opportunities for the education advancement of KauCC graduates. To further accelerate the benefits of these academic improvements, we will be expanding the indigenous learning community for more holistic academic, social-emotional, and social-cultural capital support. This grant will therefore provide long term options for Native Hawaiian students by collaborating with existing institutions to overcome poverty, repeated patterns of academic failure, and unpreparedness/lack of proficiency in core knowledge and skills.

3B Grant Activities

Number of Grant Activities: 3

Grant Activity 1/3

Activity Description:

KauCC will renovate and enhance three spaces in the LRC and develop a state-of-the art DE “smart classroom”/group area to serve the expanding DE population on the island.

Objective 1/1

Objective Description:

During Year 2 KauCC and UHWO built upon progress completed in Year 1 to renovate classrooms. As part of this progress, KauCC received permission to reallocate funding and received a supplemental grant totaling \$500,000 to afford the increased cost of hiring an architectural firm and completing construction of the planned Distance Education classroom.

During Year 1 KauCC completed the purchase of digital technologies (computers, screens, tablets, and wi /software enhancements) to directly upgrade our existing classrooms. In addition, KauCC and UHWO initiated curriculum updates to dovetail with these physical campus improvements.

As part of Year 2, KauCC progressed to the next phase: building the DE classroom on the second floor of the LRC. The outcome of this measure will substantially expand our technical and physical capacities to provide the three baccalaureate programs developed through this grant.

Objective Status: Change in schedule

Performance Measure 1/1

Performance Measure Description:

Hire an architectural firm to design the DE classroom. The location for the classroom will be the second floor of the LRC.

In June 2021, we selected an architectural firm. A kick-off meeting was held June 17, 2021 via Zoom.

In November 2021 we held an on-site with the architectural and engineer team that was hired. The first payment was completed in December 2021 (Year 3).

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

Data Type: Raw Number
 Ratio

| | |
|------|------|
| | |
| 1.00 | 1.00 |

Grant Activity 2/3

Activity Description:

Collaborate to expand 2+2 distance education pathways for KauCC Native Hawaiian students with seamless transitions to UHWO. By working collaboratively to create and strengthen distance education pathways over the course of the five-year grant period, KauCC and UHWO will use this Title III award to expand and enhance the educational opportunities available to Native Hawaiian students at KauCC.

UHWO and the Office of Distance Learning (ODL) have continued to collaborate with the Hawaiian and Pacific Studies, Business, and Education Departments to finalize the academic articulation and agreements needed for Native Hawaiian students from KauCC to attend UHWO.

Work completed includes: developing and delivering a DE student survey to hear from students regarding the services

that are provided to them, providing office hours for faculty to consult with staff regarding their distance education courses, and working with the Office of Professional Development & Academic Support (OPDAS). These trainings provided evidence based teaching methods to meet the needs of Native Hawaiian students and their transition from KauCC to UHWO. Finally, there were 31 students enrolled in the AS in Business to BA Business Administration on-line program with KauCC and UHWO.

Objective 1/5

Objective Description:

KauCC and UHWO will review and update articulation agreements in Year 2.

Objective Status: Change in schedule

Performance Measure 1/2

Performance Measure Description:

The Hawaiian Pacific Studies BA will be completed in Year 3 instead of Year 2.

UHWO continues to work with Hawaiian and Pacific Studies (HPST) faculty to develop the fully online concentration, which will be available by Fall 2022. A change in leadership of Division Chair during Year 2 delayed completion of this objective. A report prepared by the Chair of the program is attached to this report.

| | | |
|----------------------|-----------------------|----------------------------|
| Measure Type: | Date Measured: | Frequency Measured: |
| Program | 09/30/2021 | Year 2 |

Data Type: Raw Number
 Ratio

| | |
|------|------|
| | |
| 3.00 | 2.00 |

Performance Measure 2/2

Performance Measure Description:

Enroll three (3) students in Year 2 in the Hawaiian Pacific Studies BA program.

This measure was not met during Year 2 due to a delay in approval and implementation of the degree by one year. We aim to enroll three students in fall 2022.

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

Data Type: Raw Number
 Ratio

| | |
|------|------|
| | |
| 3.00 | 0.00 |

Objective 2/5

Objective Description:

Development of an online B.Ed. in Secondary Education.

Approval was received in Year 1 from WASC Senior College and University Commission (WSCUC) for UHWO to offer the B.Ed degree as an online program.

In Year 2, UHWO in collaboration with the Education faculty have developed two concentrations, a B.Ed. in Middle Level (6-8) in English and a B.Ed in Secondary (6-12) in English which was implemented fall 2021.

Objective Status: Completed

Performance Measure 1/1

Performance Measure Description:

UHWO in collaboration with the Education faculty have developed two concentrations, a B.Ed. in Middle Level (grades 6-8) in English and a B.Ed in Secondary (grades 6-12) in English. Both of these were implemented in late Year 2, Fall 2021.

| | | |
|----------------------|-----------------------|----------------------------|
| Measure Type: | Date Measured: | Frequency Measured: |
| Program | 09/30/2021 | Year 2 |

Data Type: **Raw Number**
 Ratio

| | |
|------|------|
| | |
| 2.00 | 2.00 |

Objective 3/5

Objective Description:

Provide a series of professional development sessions during Year 2 for faculty to support the excellent delivery of distance education curriculum.

UHWO provided office hours virtually year round via the UH System Star Balance appointment book for faculty/staff. This included hours for curriculum management assistance (with Kualii CM), hours with the ODL instructional designer to discuss specific tools for online instruction - as well as session with our SIDA's (student instructional designer) during the semester to help faculty with their courses in Laulima, and Zoom session, and lastly office hours with the Director of ODL and Coordinator of OPDAS to discuss further professional development for a course or professionally. The OPDAS office offered weekly email newsletters to faculty and staff regarding specific PD for that week and upcoming for the following week.

Content details are listed in the measures that follow.

Objective Status: Completed

Performance Measure 1/2

Performance Measure Description:

Quality Matters Assessment Series (4 part Series)

Session 1: Rethinking Assessment for Application and Engagement (1/19/21) - 13 participants: UHWO faculty (9)/ODL staff (4)

The session highlighted assessment types, examples, and strategies, including designing authentic assessments and using LMS tools to support assessment goals whether teaching online or transitioning from face-to-face to online.

Session 2: Connecting Learning Objectives and Assessments (2/2/21) - 13 participants: UHWO faculty (9)/ODL staff (4)

Align assessments with course and module/unit level objectives. Participants used course and module/unit-level objectives from a current course to review their assessments to ensure they are measuring the objectives.

Session 3: Active Learning Strategies (2/16/21) - 13 participants: UHWO faculty (9)/ODL staff (4)

Taught how to make learning in online courses ACTIVE by using different learning styles and the types of interactions to encourage collaboration, increase learner motivation and performance, and promote critical and creative thinking skills.

Session 4: Helping Learners Track Their Progress (3/2/21) - 13 participants: UHWO faculty (9)/ODL staff (4)

Taught ways in which to use activities that encourage learners to take ownership and see their progress.

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

Data Type: Raw Number

Ratio

| Target | Actual |
|--------|--------|
| 4.00 | 4.00 |

Performance Measure 2/2

Performance Measure Description:

1. Best Practices for Lualaba Tools (5/10/21) - 15 participants: all UHWO faculty

The top 10 Lualaba tools that can be incorporated into the design of online courses.

2. High-Impact Practices: Impact on Student Learning (5/12/21) - 15 participants: all UHWO faculty

High Impact Practices (HIPs) are transformative educational experiences that have proven to enrich student learning. Covered ways HIPs can be centered as a unique feature of the meaning of a UHWO degree, and the impact of transformative learning experiences on student success. The Office of Institutional Research shared data demonstrating how UHWO currently leverages HIPs, and evidence of how HIPs have impacted Student Learning at UH West Oahu.

3. Teaching and Learning with Zoom (5/15/21) - 16 participants: all UHWO faculty

Using research based evidence, this session covered what works well when teaching and learning via Zoom for online classes.

4. Quality Course Design and Review Workshop (6/21/21 - 8/13/21) -10 participants: all UHWO Faculty

The Quality Digital Course Design and Review proposal supports a cohort of faculty in developing, converting and/or revising curriculum content for online, hybrid and blended modalities based on nationally recognized best practices and quality standards. The cohort of faculty were provided with digital course design professional development and support as they each redesigned a course that will be offered in AY 21-22. The courses will be evaluated for digital instructional design.

Measure Type:

Date Measured:

Frequency Measured:

Project

09/30/2021

annually

Data Type: Raw Number

Ratio

| Target | Actual |
|--------|--------|
| 4.00 | 4.00 |

Objective 4/5

Objective Description:

UHWO will attain accreditation for DE options by the end of the grant period.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

Effective as of Fall 2021-UHWO is in the process of obtaining accreditation for DE and has developed three pilot courses.

Five (5) UHWO Business Administration (BUSA) concentrations are available in a distance learning format:

- 1-Accounting,
- 2-General Business Administration,
- 3-Hospitality and Tourism,
- 4-Marketing, and
- 5-Management.

These concentrations are part of the accreditation process that is underway.

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

Data Type: **Raw Number**
 Ratio

| Target | Actual |
|--------|--------|
| 5.00 | 5.00 |

Objective 5/5

Objective Description:

KauCC and UHWO will enroll three (3) Native Hawaiian students during Y2 for the AS in Business to BA Business Administration (BUS) DE Program.

This program was launched on time as a pilot with development by KauCC professor Dirk Soma during Year 1. During Year 2 ve UHWO BUS concentrations became available in a distance learning format. (E ective as of Fall 2021) BA-BUS concentrations offered as DE programs include: Accounting, General Business Administration, Hospitality and Tourism, Marketing, and Management.

Within this BA BUS program, there were 31 students enrolled from KauCC, one of whom self identified as Native Hawaiian. Enrollment in KauCC's Business program increased during Year 2 from 43 to 68 students, over half of whom are Native Hawaiian. As these students progress through their two years at KauCC, we expect the number transferring to an enrolling in the UHWO classes to increase.

Objective Status: Completed

Performance Measure 1/1

Performance Measure Description:

Enroll 3 Native Hawaiian students in Year 2 in the AS in Business to BA Business Administration DE Program.

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

Data Type: **Raw Number**
 Ratio

| Target | Actual |
|--------|--------|
| 3.00 | 1.00 |

Grant Activity 3/3

Activity Description:

Enhance holistic HCBE-based system of Native Hawaiian student support through collaborative learning between KauCC and UHWO.

Objective 1/1

Objective Description:

Implement the "Na Hopena A'o (HA) system of supports at KauCC and UHWO.

The "HA" system of support is a HI Department of Education framework to develop the skills, behaviors and dispositions that are reminiscent of Hawaii's unique context, and to honor the qualities and values of the indigenous language and culture of Hawai'i.

During Year 2 The "HA" system of support continued through monthly communication newsletters, building relationships with the Native Hawaiian community and starting small group cohorts to support students, including online "Go the Distance" sessions. The monthly communication helps students learn more about the HA framework, which began in July 2020. Anuhea Piliere, our Kauai student support specialist also provided a sense of 'ohana (family)

and community when delivering academic and technology support through Zoom cohort meetings and in-person small groups.

During Year 2 of the grant (early fall 2020 semester), four newsletters were sent to 71 students. Peer tutors have been hired to provide online tutoring services through the No'eau Center at UHWO.

Objective Status: On schedule

Performance Measure 1/3

Performance Measure Description:

Summer of 2021 -The Student Support Specialist created the UHWO and KauCC HA video series (1 video for each of the B.R.E.A.T.H. acronym/ 6 total). The video series was released in Oct. 2021 with weekly announcements via the UHWO Student Life student email blast every Monday. There is a “Join the Conversation” ipgrid for each video that provides an opportunity for students to get involved in the conversation and connect with one another. In addition, the video is intertwined with making a ti (ki) lei, with each step relating to each aspect of the HA framework (B.R.E.A.T.H.).

Video views ranged as follows: Belonging (97), Responsibility (34), Excellent (15), Aloha (17), Total Wellbeing (13) and Hawaii (34). We intend to increase and broaden viewing and discussions of the HA BREATH framework during Year 3.

The HA: Breath Video Series (Playlist to all 6 videos) can be accessed at:
https://www.youtube.com/watch?v=_AHu5M76FuU&list=PLH98xOCONJgoNF1IzgfNkji7OeIVkO_Lp

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

Data Type: Raw Number
 Ratio

| Target | Actual |
|--------|--------|
| 6.00 | 6.00 |

Performance Measure 2/3

Performance Measure Description:

Designed a student survey to assist with development and delivery of financial literacy workshops.

During Year 2 the Kaua'i Student Support Specialist and UHWO Project Administration developed a survey to identify what types of financial literacy workshops and resources to provide to students. The intended outcome “Building a Strong Financial Foundation” will include, but is not limited to, understanding federal aid applications (FAFSA), scholarships, grants, loans, budgeting for the semester, and financial planning for the future.

The survey will be implemented during Year 3. Results will be used to develop and deliver the information in various formats, in-person, recorded, tutorial, and PDF's (llable).

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

Data Type: Raw Number
 Ratio

| Target | Actual |
|--------|--------|
| 1.00 | 1.00 |

Performance Measure 3/3

Performance Measure Description:

Fund and manage peer tutoring support for newly developed AA-BA DE students through UHWO's No'eau Center:

Number of Tutors - 9 tutors

Number of Hours - 1404.30 hrs./1 year (10/1/20 - 10/31/21)

Fall 2020 (10/1 - 12/31) 458 hrs.

Spring 2021 (1/1 - 5/15) 124.25 hrs.

Summer 2021 (5/16 - 8/15) 446 hrs.

Fall 2021 (8/15 - 10-31) 376.5 hrs.

Subjects/Tutoring Topics:

Accounting

Business Administration

Chemistry

Math

Public Administration

Writing

During Year 2, we hired nine peer tutors and will seek to maintain or expand this in Year 3 as need arises.

Measure Type:

Date Measured:

Frequency Measured:

Project

09/30/2021

annually

Data Type: Raw Number

Ratio

| Target | Actual |
|--------|--------|
| 9.00 | 9.00 |

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 | Changes |
| Personnel | 134,249.44 | 223,850.00 | 358,099.44 | 170,548.09 | 0.00 | 187,551.35 | 52.37 | 224,877.00 | <input checked="" type="checkbox"/> |
| <p>Please state the changes made to Personnel below:</p> <p>During Year 2 we reallocated \$38,687 to Other to support Construction.</p> | | | | | | | | | |
| Student Personnel | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | <input type="checkbox"/> |
| Fringe Benefits | 86,613.34 | 125,866.00 | 212,479.34 | 84,731.68 | 0.00 | 127,747.66 | 60.12 | 129,525.00 | <input checked="" type="checkbox"/> |
| <p>Please state the changes made to Fringe Benefits below:</p> <p>During Year 2 we reallocated \$53,311 (KU-6108628 = \$23,137 & KU-6109712 = \$30,174) to Other to support Construction.</p> | | | | | | | | | |
| Travel | 11,800.00 | 2,480.00 | 14,280.00 | 0.00 | 0.00 | 14,280.00 | 100.00 | 3,680.00 | <input checked="" type="checkbox"/> |
| <p>Please state the changes made to Travel below:</p> <p>Rebudgeted \$2,600 (2/22/2021: KU-6108628 = \$2,600) to Construction.</p> | | | | | | | | | |
| Equipment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | <input type="checkbox"/> |
| Supplies | 82,135.24 | 4,000.00 | 86,135.24 | 59,172.92 | 0.00 | 26,962.32 | 31.30 | 9,880.00 | <input checked="" type="checkbox"/> |
| <p>Please state the changes made to Supplies below:</p> <p>Rebudgeted \$19,915 (2/22/2021: KU-6108628 = \$19,915) to Construction.</p> | | | | | | | | | |
| Contractual | -1,052.29 | 0.00 | -1,052.29 | 208.38 | 0.00 | -1,260.67 | 119.80 | 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 | 48,000.00 | 93,650.00 | 141,650.00 | 4,589.20 | 0.00 | 137,060.80 | 96.76 | 333,400.00 | <input checked="" type="checkbox"/> |
| <p>Please state the changes made to Other below:</p> <p>Rebudgeted \$114,513 FROM Personnel, Fringe, M&S, and Travel.</p> | | | | | | | | | |
| Total Direct Costs | 361,745.73 | 449,846.00 | 811,591.73 | 319,250.27 | 0.00 | 492,341.46 | | 701,362.00 | |
| Indirect Costs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | <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 | \$361,745.73 | \$449,846.00 | \$811,591.73 | \$319,250.27 | \$0.00 | \$492,341.46 | | \$701,362.00 | |

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:

Unspent funding was within the "Personnel" categories of "Student Wages" (\$65,768.60) and "Overload" (\$18,500), in addition to "Travel" (\$11,680) and "Others" (\$251,574). Student employment spending at UHWO was intended for peer tutors, which will continue and expand in Year 3. Faculty overload was not needed in Year 2, but UHWO is evaluating plans for faculty overload during the summer of 2022. Travel was not permitted during Year 2 because of the COVID-19 pandemic, and spending in "Others" was delayed for reasons described below.

During Year 2, KauCC's planning for the second floor LRC DE classroom was continued but met delays and cost increases because of the pandemic. KauCC was provided an estimate of \$500,000 in June 2021 and submitted a budget adjustment request. The Dept. of Ed. approved the request to mark unused funds for transfer from Y1 (\$45,652) and Y2 (\$68,861) accounts into "Others" to meet the increased costs of the architectural design and construction. In addition, on October 1, 2021 KauCC received a Supplemental grant totaling \$251,880 for increased costs of architectural fees (\$100,000), and construction (\$142,000) as well as for iMac computers for the LRC (\$9,880).

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.

Please see answer #1 for explanations regarding unexpended funds.

During Year 3 UHWO intends to seek summer overload DE training for faculty and to continue efforts to engage DE students in tutoring. We also expect to reinitiated travel between the two campuses (UHWO and KauCC) and also look forward to potential travel to any training provided by the USDOE for personnel serving on Title III grants.

KauCC plans to use the unspent funding in "Others" and previously approved category transfers to fulfill the cost needs to create a new DE classroom in Years 3 and 4. KauCC was provided an estimate of \$500,000 in June 2021. In response to our request, the Dept. of Ed. approved our request to transfer unused funds in Y1 (\$45,652) and Y2 (\$68,861) accounts into Others to cover the costs of the architectural design and construction. Furthermore, on Oct 1, 2021 KauCC received a supplemental grant totaling \$251,880 for increased costs of architectural fees (\$100,000), and construction (\$142,000) as well as for iMac computers for the LRC (\$9,980).

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

If yes, describe the type of cooperative arrangement you're in.

KauCC and UHWO entered into this grant cooperatively cooperative to improve institutional commitments to UH strategic goals for servicing Native Hawaiian students. We are doing this by expanding and enhancing DE course and degree availability and quality, modernizing accessible facilities, improving technological functions and directly promoting indigenous values and pedagogy through student services. The grant funds facility renovations, curriculum development and culturally focused student support to create new DE opportunities and supports for students who live on Kaua'i. The aim of the grant is to provide 2+2 degree options for KauCC students to complete 2 years of post-associate degree education at UHWO via distance learning to complete requirements for baccalaureate degrees. Baccalaureate degrees are focused on Business, Education, and Hawaiian Studies. Our campuses meet monthly and coordinate grant activities.

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:

Our objectives to hire an architectural firm to design and implement construction of the DE classroom was completed in June 2021 and design meetings began June 17, 2021. However, the Initial payment to the selected firm was made in Dec. 2021. This design and procurement process must be managed by the University of Hawai'i System Office and the Research Corporation of the University of Hawai'i. Costs for the design and construction increased above the original budget. To meet the new \$500,000 cost quote for the design and construction of this space, KauCC reassigned \$114,513 into the renovation effort. We expect continued progress with the design and construction in Year 3.

In total, the renovation costs will be as follows:

Library Renovation

| | Original Budget | Budget Adjustment | Total |
|----|-----------------|-------------------|-----------|
| Y1 | \$15,000 | \$45,652 | \$ 60,652 |
| Y2 | \$91,000 | \$68,861 | \$159,861 |
| Y3 | \$89,000 | \$52,163 | \$141,163 |

Supplemental Construction: \$142,000

Total available for renovation: \$503,676

Architectural supplemental funding: \$100,000

Our objective to approve and implement an AA in Hawaiian Studies to BA in Hawaiian Pacific Studies was delayed due to a change in faculty leadership at UHWO. Instead of implementing this degree option in fall 2021, it will be offered in fall 2022

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:

Our project completed Year 2 strong in terms of spending that accomplished curriculum development, professional development, peer tutor support, and project coordination. As described in question 8, increased costs required us to transfer funding from left over Year 1 to afford the updated costs for the design and renovation of the DE Classroom. And we secured a supplemental grant for Year 3 to further meet the updated design and construction costs.

The UHWO campus also re-assessed the positions, technology and student support needs in the midst of the COVID-19 pandemic. As a result, personnel needs (% time work, position type) were re-assessed and UHWO transferred \$55,458 within the Personnel category to support project administration.

Section 4: LAAs

LAAs

| Grant Activity | LAAs | Total Dollars Spent |
|---|---|----------------------------|
| <p><u>Grant Activity 1:</u></p> <p>KauCC will renovate and enhance three spaces in the LRC and develop a state-of-the art DE “smart classroom”/group area to serve the expanding DE population on the island.</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: \$50,786.12</u> Purchase of library books, periodicals, micro film, and other educational materials, including telecommunications program materials. <u>Dollars Spent: \$5,114.71</u> | <p>\$55,900.83</p> |
| <p><u>Grant Activity 2:</u></p> <p>Collaborate to expand 2+2 distance education pathways for KauCC Native Hawaiian students with seamless transitions to UHWO. By working collaboratively to create and strengthen distance education pathways over the course of the five-year grant period, KauCC and UHWO will use this Title III award to expand and enhance the educational opportunities available to Native Hawaiian students at KauCC. UHWO and the Office of Distance Learning (ODL) have continued to collaborate with the Hawaiian and Pacific Studies, Business, and Education Departments to finalize the academic articulation and agreements needed for Native Hawaiian students from KauCC to attend UHWO. Work completed includes: developing and delivering a DE student survey to hear from students regarding the services that are provided to them, providing office hours for faculty to consult with staff regarding their distance education courses, and working with the Office of Professional Development & Academic Support (OPDAS). These trainings provided evidence based teaching methods to meet the needs of Native Hawaiian students and their transition from KauCC to UHWO. Finally, there were 31 students enrolled in the AS in Business to BA Business Administration on-line program with KauCC and UHWO.</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: \$1,052.29</u> Purchase of library books, periodicals, micro film, and other educational materials, including telecommunications program materials. <u>Dollars Spent: \$8,386.80</u> Funds and administrative management, and acquisition of equipment for use in strengthening funds management. <u>Dollars Spent: \$60,465.06</u> Tutoring, counseling, and student service programs designed to improve academic success. <u>Dollars Spent: \$9,817.85</u> | <p>\$79,722.00</p> |
| <p><u>Grant Activity 3:</u></p> <p>Enhance holistic HCBE-based system of Native Hawaiian student support through collaborative learning between KauCC and UHWO.</p> | <p><u>LAAs:</u></p> <ul style="list-style-type: none"> Tutoring, counseling, and student service programs designed to improve academic | <p>\$183,627.44</p> |

success.

Dollars Spent: \$183,627.44

Section 5: Institutionalization

Grant Activity 1

KauCC will renovate and enhance three spaces in the LRC and develop a state-of-the art DE "smart classroom"/group area to serve the expanding DE population on the island.

Financial Cost (\$)

55,900.83

Approved Line Items

We have already renovated two spaces: one LRC classroom and computers in the LRC. The final and largest renovation of the grant will enable KauCC to fund the architectural design and construction of the second floor DE classroom. The cost will encompass an estimated \$500,000.

Institutionalization Plan

The third renovation activity is planned for Years 3 and 4. Once completed, the new state-of-the art facility will be used as a DE classroom for our campus.

Grant Activity 2

Collaborate to expand 2+2 distance education pathways for KauCC Native Hawaiian students with seamless transitions to UHWO. By working collaboratively to create and strengthen distance education pathways over the course of the five-year grant period, KauCC and UHWO will use this Title III award to expand and enhance the educational opportunities available to Native Hawaiian students at KauCC. UHWO and the Office of Distance Learning (ODL) have continued to collaborate with the Hawaiian and Pacific Studies, Business, and Education Departments to finalize the academic articulation and agreements needed for Native Hawaiian students from KauCC to attend UHWO. Work completed includes: developing and delivering a DE student survey to hear from students regarding the services that are provided to them, providing office hours for faculty to consult with staff regarding their distance education courses, and working with the Office of Professional Development & Academic Support (OPDAS). These trainings provided evidence based teaching methods to meet the needs of Native Hawaiian students and their transition from KauCC to UHWO. Finally, there were 31 students enrolled in the AS in Business to BA Business Administration on-line program with KauCC and UHWO.

Financial Cost (\$)

79,722.00

Approved Line Items

The costs approved for this is composed of salary (\$223,850) and fringe (\$129,866) for staff and student workers. During Year 2, we invested most heavily in this activity because it involves curriculum development and DE administration and counseling. We funded four professional support positions, and many student peer tutors as adapted during Year 2 to provide the level of support that students need. The pandemic clearly shaped and demanded the type and level of professional support needed and which we could not fund without Title III.

Institutionalization Plan

Our plan is to develop all three DE baccalaureate degrees between KauCC and UHWO by the end of Year 3 (Fall 2022). We have completed two (Business Education and Secondary Education) and have one (Hawaiian Pacific Studies) more to complete for Fall 2022 enrollment. As enrollment increases and the effects of the pandemic subside, we expect these programs to continue as part of our institutions.

Grant Activity 3

Enhance holistic HCBE-based system of Native Hawaiian student support through collaborative learning between KauCC and UHWO.

Financial Cost (\$)

183,627.44

Approved Line Items

The costs approved for this is composed of salary (\$223,850) and fringe (\$129,866) for staff.

This year our Education Specialist was able to develop surveys, workshops to share with our students at no cost.

Institutionalization Plan

Over the course of the grant, the holistic culture based education approach will become integrated into our DE counseling and support services. In the end, as DE degree enrollments increase we intend to use UH system funds or other grants to support continued work by a DE Specialist, teaching assistants, and possibly program administration.

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.

The COVID-19 pandemic continues to impact how UHWO is currently delivering courses; especially with the recent influx of the Delta variant in Hawaii from July - October 2021. All UH West Oahu continue to be offered online from Fall 2020 to present. A majority of its courses continue to be delivered fully online. Only a small percentage of courses have been offered in hybrid formats combining in-person and online synchronous student participation. This hybrid format provides the ability to revert to fully online in the event of a positive COVID-19 case impacting the classroom. The challenges of adapting course delivery and student support services to adhere to COVID-19 guidelines has continued to impact the objective of the grant in Year 2.

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.

In 2021 UHWO was awarded an additional Title III funding for a collaborative grant with Windward Community College called Wailau Ola Pathway (\$3,000,000 over five yrs.) that will focus on students who will graduate from their AA in Hawaiian Studies and make the transition to UHWO and complete a concentration while continuing their Hawaiian Language courses.

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

P031W190005

3. Project Title

Keleka'a Ho'ona'aou: Education Delivered Through Distance Education

4. Recipient Information

Name: UNIVERSITY OF HAWAII SYSTEMS

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

5. Contact Information

Name: Valerie Barko

Title: Director of Institutional Effectiveness and University Center

Phone: (808)-245-8336 Ext:

Email: vabarko@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)-956-9081

Date

04/01/2022
