**ATTACHMENT E — Project Abstracts (organized in rank order)**

**PR Award #:** P031R210003

**Institution Name:** University of Alaska Southeast

**Project Title:** CHAMPS: Certified Health And Maritime Programs for Southeast Alaska

University of Alaska Southeast Ketchikan Campus, Ketchikan, Alaska. Located in the southern southeast panhandle of Alaska, the campus is a two year public institution.

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Proposed Project - $2,280,928 over five years. **CHAMPS: Certified Health And Maritime Programs for Southeast Alaska - A project to expand Alaska Native access to vocational training and credentials for healthcare and maritime industries in southeast Alaska**

This grant proposes expanding access to licensure-bearing college courses in maritime and health sciences that align with high-demand jobs for Alaska Natives through course delivery with remote and hybrid modalities. Approximately 16% of Ketchikan is Alaska Native, and successful remote delivery for current Ketchikan Campus liberal arts courses have resulted in Alaska Native enrollment of 25%. In contrast, the maritime and health science programs targeted in this grant have just 13% and 10% Alaska Native enrollment, and the pass rates for health science courses and licensure is 23% lower for Alaska Native students than other students. Grant activities will deliver courses remotely to bring technical education opportunities to surrounding communities of Alaska Native students, increase institutional capacity, and develop better student, staff, and faculty support systems in career education. Institutional research indicates that the initiatives will bring parity in Alaska Native students completing

maritime and health science courses and credentials.

Proposed activities are designed to expand access to remote and hybrid learning opportunities for students in maritime and health sciences, especially to surrounding communities in southern Southeast Alaska. Activities will also expand Ketchikan Campus capacity through institutionalizing services such as technical education outreach advising and mentoring, classroom lab and equipment management and support, and use of portable training equipment for remote communities. Capacity for systematizing documentation processes for approval from governing bodies such as the United States Coast Guard (for maritime) and the Alaska Board of Nursing (for health sciences) will be supported.

Due to state budget shortfalls, the Ketchikan Campus has limited funds to make equipment purchases, create new positions, and to provide faculty and staff professional development for remote delivery and culturally-responsive pedagogies in technical education. Cost of maintaining the programs will be substantially lower than the cost of initial implementation, and remaining costs will be sustainable variously through increased tuition, support from community partners, or fall within the workload of existing faculty and staff. Funding will be directed toward a Maritime Education Specialist, an Assistant Professor of Health Science, a Career Education and Lab Manager, lab equipment, and professional development to prepare effective remote

delivery pedagogies and best practices in serving Alaska Native students.

**PR Award #:** P031R210004

**Institution Name:** University of Alaska Fairbanks Kuskokwim Campus

**Project Title:** Building Resilience: Supporting Remote Learners and Teachers 2021-2026

The Kuskokwim Campus (KuC) in Bethel, Alaska is a remote branch campus of the University of Alaska Fairbanks (UAF). There are no roads to Bethel, which is located four hundred air miles over mountainous terrain and tundra from the nearest city: Anchorage. KuC is a residential public institution that serves the region under the Association of Village Council Presidents (AVCP) of the Yukon-Kuskokwim Delta. Located in the Bethel and Kusilvak Census areas, the region includes 48 villages, roughly 26,700 residents, and is 57,651 square miles (a roadless area the size of Illinois). Distances and geography separating the Native villages from Bethel represent substantial barriers to travel: the absence of a road system, severe weather

virtually year-round (e.g., sub-zero temperatures, high wind chill factors, limited visibility), and transportation limited to small bush planes, boats and snow machines. Air travel time between regional villages and Bethel ranges from one to four hours round-trip by small plane. Yup’ik and Cup’ik Native Alaskans predominate the student population at KuC; 86.4% of the people in the region identify as Alaska Native (the actual percentage is higher as these statistics do not include those who identify as two or more races). In Fall 2018, 49% of total KuC students were Alaska Native; on-campus classes and cohort courses have an even higher

percentage of Native students.

The Building Resilience Project addresses the problems of regional students in three areas: academic, social, and financial; Interventions will target specific subgroups in the KuC student population: first-time students; students enrolled in college courses while in high school (dual enrollment); non-traditional, working students; on-campus students; students in cohorts; and regional distance students. Responding to the needs of the Alaska Native villages in the region, KuC is dedicated to providing all students with access to higher education by providing activities and programs that will continue to benefit future generations.

Project Goals:

**1.** Increase institutional support for students in the YK region to improve their academic, social,

and financial readiness for university coursework completed through remote learning **2.** Reduce barriers to student success by creating communication tools and learning opportunities that guide

students through the process of navigating the university system **3.** Clearly define and expand

pathways toward occupational endorsements, certification, and degree programs and clarify expectations **4.** Provide KuC instructors (on-campus faculty, remote faculty, remote adjunct faculty, and village-based writing teachers) with expanded training in remote learning to increase course effectiveness.

Amount requested over five years: $ 2,215,296

Contact Person: Katie Rearden, KuC Assistant Director, karearden@alaska.edu, (907) 543-4558

**PR Award #:** P031R210002

**Institution Name:** University of Alaska Fairbanks Northwest Campus

**Project Title:** Institutionalizing Indigenous Pedagogy to Improve Outcomes

The University of Alaska Fairbanks Northwest Campus, in cooperation with Bristol Bay

Campus, Chukchi Campus and Kuskokwim Campus, is applying for a Title III Part F

ANNH Cooperative Arrangement Development Grant to implement faculty development

and the development of academic programs and methodology that hold promise in

strengthening the institution.

The goal of the project is to expand relevant educational opportunities in Alaska Native

languages, arts, and cultural activities that will engage and support postsecondary

students resulting in increased program and student success.

The objectives of the project are to provide professional faculty and curriculum

development in Indigenous methods of instruction, and to develop and provide online

courses relating to Alaska Native languages, arts, and cultural activities.

The proposed project builds the professional capacity of Apprentice educators to create

remote learning experiences that embed the cultural identities, languages, knowledge and

skills of the three Alaska Native groups of the Bering Strait, Bristol Bay, Kuskokwim

River and Kotzebue Sound regions of Alaska.

The populations to be served will be the Yup’ik peoples of the areas served by the

Northwest, Kuskokwim, and Bristol Bay Campuses; the Inupiaq peoples of the areas

served by the Northwest and Chukchi Campuses; and the Siberian Yupik peoples of the

area served by the Northwest Campus.

By focusing on cultural integration strategies to better serve rural and Alaska Native

students, expected outcomes include improving the participation and success of Alaska

Natives through educational achievement, and improving Alaska Native representation

and success throughout the University of Alaska system.

Related to the WWC Institute of Education Sciences Using Technology to Support

Postsecondary Student Learning report, relationship and identity are core elements in

Alaska Native pedagogy and foster student engagement and sense of belonging that can

influence postsecondary student performance and persistence.

The resulting contribution to the University of Alaska Fairbanks will be an archive of

resources and curriculum, and the addition of courses to the university catalog.

**PR Award #:** P031V210008

**Institution Name:** Leeward Community College

**Project Title:** University of Hawai‘i, Leeward Community College

Native Hawaiian-Serving Institutions Program, Title III Part F – CFDA 84.031V

**PROJECT OVERVIEW**

Our project—E hōʻākea i ke ʻike - Extend the Vision —proposes two activities. Leeward Community College will create an optimal environment for engaging Native Hawaiian students in learning to care for their island’s land and ocean resources by: (1) Improving the quality of labs, equipment, and technology for the college’s two Pu‘uloa Estuarine & Aquaculture Resources Lab (PEARL) facilities (i.e., Oceanography Lab and Aquaculture Lab), and (2) Providing personalized and job-embedded coaching to educators on how to use the new space and technology to create improved remote learning experiences.

**PROJECT GOALS AND OBJECTIVES**

Project Goal 1. Increase Native Hawaiian student persistence by three percentage points by the

end of this project.

• Objective 1: Improve Native Hawaiian student engagement in key STEM courses.

Project Goal 2: Increase the number of UH program partnerships relating to agriculture and ocean sciences in order to increase STEM degree and certificate completion by three percentage points, and on-time graduation rates by three percentage points, by the end of this project.

• Objective 2: Increase the alignment of the PEARL facilities with industry and University

program lab standards.

Project Goal 3: Increase Native Hawaiian student enrollment in STEM by three percentage points, and at Leeward CC by two percentage points, by the end of the project.

• Objective 3: Increase Native Hawaiian student interest in key STEM courses.

**PROJECT OUTCOMES**

• The two PEARL facilities (a total of 4,940 square feet) will be renovated, demonstrating highly functional, student-centered design.

• The number of instructors that receive coaching on the use of technology to improve remote learning will be at least 3/year in Years 2-4

• The number of courses that use new technology will be 6/year in Years 2-5.

• The percentage of full-time degree seeking Native Hawaiian students who enroll at Leeward CC will increase from 31% to 33%, by the end of this project.

• The percentage of first-time Native Hawaiian freshmen who enroll in the STEM program will increase from 23% to 26%, by the end of this project.

• The percentage of first-time, full-time degree seeking NH students persisting from year 1 to year 2 will increase from 59% to 62%, by the end of this project.

• The percentage of STEM degree and certificate recipients who are Native Hawaiian will increase from 16% to 19%, by the end of this project.

• The percentage of first-time, full-time degree seeking NH students who graduate within 3 years of enrollment will increase from 17% to 20%, by the end of this project.

**DESCRIPTION OF INSTITUTION**

Leeward Community College (Leeward CC) is a two-year public community college that services the largest population of Native Hawaiians in the University of Hawai‘i Community College System. Leeward CC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) and is one of ten campuses of the University of Hawai‘i (UH) system.

**PR Award #:** P031V210023

**Institution Name:** Hawaii Community College

**Project Title:** University of Hawai'i, Hawai'i Community College

Native Hawaiian-Serving Institutions Program, Title III Part F CFDA 84.031V

Na'u II Abstract

**PROJECT OVERVIEW**

Hawai'i Community College (Hawai'i CC), a Native Hawaiian-Serving Institution, seeks a Title III Part F Strengthening Institutions grant to implement **Project Na'u II. Two activities are proposed**: (1) Ho'i I Ka Piko, Expand ing Piko Resources, and (2) Makalei, Increasing Remote Learning Capacity. **Project objectives are to**: 1) increase enrollment of Native Hawaiian students by offering more opportunities for place-based education to enhance the remote learning experience for students; 2) increase engagement and retention rates of Native Hawaiian students by improving the remote delivery ofHa'akiimalae Hawaiian Protocols ; and 3) increase on-time graduation rates of Native Hawaiian students by improving learning environments, specifically the piko, at the Hawai'i CC-PAL campus.

**EXPECTED PROJECT-END OUTCOMES**

1.1, By the close of the project, at least 90% of faculty, staff and students surveyed will report that site improvements enhance learning environments.

1.2. By the close of the project, the percentage of first-time, full-time degree-seeking Native Hawaiian students enrolled at Hawai'i CC who graduate within three years of enrollment will increase from 20.5 to 30.

2.1. All workshop completers will demonstrate improved knowledge and skills related to online teaching.

2.2. Each year, at least 75% of faculty and staff who participated in remotely delivered Ha'akfunalae activities will report integration of knowledge and practices into curriculum, pedagogy, work duties and interactions with students.

2.3. Each year, at least 90% of faculty and staff who participate in online Ha'akfunala e activities will rate training as effective and applicable to student success. 2.4.By the close of the project, at least 90% of students participating in remotely delivered Ha'akfunalae activities will indicate increased engagement in their studies.

2.5. By the close of the project, the percentage of first-time, full-time degree-seeking undergraduate students at Hawai'i CC who are retained from their first year to their second year will increase from 50.3 to 60. 2.6. By the close of the project, the number of full-time degree-seeking undergraduates enrolled at Hawai'i CC will increase from 1,157 to 1,200.

**DESCRIPTION OF INSTITUTION AND POPULATION TO BE SERVED**

Hawai'i Community College (Hawai'i CC) is a two -year community college on Hawai'i Island and part of the 10 campus University ofHawai'i system. Native Hawaiian students make up 46% of the student population and will be the primary beneficiaries of project activities.

**CONTRIBUTIONS FOR RESEARCH, POLICY, OR PRACTICE**

The proposed design work and site improvements are founded upon HPOKA goals, specifically, "to create a Native Hawaiian place to develop ac tivities and programs that build and sustain a community of learners." Evidence-based features that will be introduced include job-embedded training and the integration and effective use of technology to extend rich learning experiences to remote learners in order to better engage them. Indigenous students want their culture visible to them, within curricula and within the policies and guidelines of the institution.

**PR Award #:** P031V210002

**Institution Name:** University of Hawaii Maui College

**Project Title:** Kahōkūala: The Rising Star

Kahōkūala: The Rising Star is a Title III, Part F, Individual Development Grant proposed by the University of Hawai‘i Maui College (UHMC). The title, kahōkūala, the rising star, is given to direct participants to reach higher, make a commitment to excellence, and continue upwards. Kahōkūala establishes a Hawaiian Cultural Arts Institute and broadens culturally relevant education impacting retention and graduation. These efforts target three related activities:

1) Establish the Hawaiian Cultural Arts Institute and Academic Subject Certificate (ASC): Hawai‘i’s first educational institute to focus on Native Hawaiian (NH) cultural arts will include an ASC towards a Hawaiian Studies Associate of Arts (AA) degree, to include six new courses; 2.a) Develop Distance Education (DE) Hawaiian Cultural Arts Courses: A NH Cultural Arts Advisory Council will meet monthly to establish distance education standards for Hawaiian Cultural Arts courses. Three (3) NH Cultural Arts courses will be offered via distance education each semester in project Year 2 through Year 4;

2.b) DE Culture and Place-based Professional Development (PD): Provide training to faculty and staff to engage students through culture and place-based components in online courses.

Kahōkūala proposes two goals: 1) Increase NH student enrollment and degree completion through offering culturally relevant credentials and pathways to degree programs (Offer Culturally Relevant Credentials); and 2) Increase persistence and degree completion through culture-based place-based education offered in-person and online (Online Culture/Place-based Education). Over 5 years, 180 students will enroll in the Hawaiian Culture Arts ASC, with 50% earning an AA degree within three years. Three NH Cultural Arts courses will be offered online 24 times reaching 480 students.

Kahōkūala addresses the Competitive Preference Priority: Building Capacity for Remote Learning through providing 80 UHMC faculty and staff the Online Culture and Place-based Professional Development, with 70% showing increased capacity to deliver culture and placebased distance education. The entire UHMC population will be reached each year through this training, with the majority of UHMC faculty completing the training by project end.

Since 2011, UHMC has seen drastic declines in enrollment that mirror the nationwide trend— an alarming 35% decline in enrollment. Despite these declines, the percentage of NH students has remained relatively stable at around 33%, which is greater than Maui County’s general population of 28%. After recently implementing evidence-based student success strategies, UHMC had gains in NH fall-to-fall retention that nearly matched the general rate (56% for NH students and 57% overall). Yet, these gains were lost during the pandemic, with a gap of -6 percentage points for fall-to-fall retention and a gap of -8 percentage points for graduation within 150% time. Moreover, drastic cuts were made to maintain fiscal stability during a 10-year enrollment decline and now the coronavirus pandemic. These cuts include eliminating entire degree programs, eliminating an extension site reaching a remote area of Maui Island, and faculty freezes impacting the Hawaiian Studies program. The Hawaiian Studies program has only one of four faculty positions filled due to University of Hawaii (UH) System freezes. Kahōkūala proposes increasing culturally relevant degree options, distance education courses, and faculty professional development to better serve NH students to impact enrollment, fall-to-fall retention, and graduation. This expansion can be maintained through progressive enrollment in the degree option (Hawaiian Cultural Arts ASC), the courses (Distance Education Hawaiian Cultural Arts Courses), and through building faculty capacity to deliver culturally relevant components via online courses.

**PR Award #:** P031V210010

**Institution Name:** University of Hawaii Maui College

**Project Title:** Hulihia Center for Sustainable Systems

Hulihia Center for Sustainable Systems is a Title III, Part F, Individual Development Grant proposed by the University of Hawai‘i Maui College (UHMC). The title, hulihia, means a complete change, to turn something upside down. This is the inspiration of this project to look back to ‘ike kupuna (ancestral knowledge), holistic processes, and centralized sustainability efforts to inform sustainable balanced decisions moving forward. Hulihia is an extension of the Sustainable Science Management (SSM) Bachelor of Applied Science (BAS) degree at UHMC that will target enrollment, retention, and graduation through three *activities*:

1) Establish the Hulihia Center for Sustainable Systems: Connecting ‘ike kupuna to sustainability, Hulihia will engage the NH community to increase NH enrollment in SSM;

2.a) Provide Real-world Experiences for SSM Students: SSM students will have the option to work with Hulihia Center partners to complete internship and capstone experiential learning;

2.b) Offer In-person Experience for Distance Education (DE) Students: Create two hybrid technology classrooms, six DE SSM cohort seats, and hybrid DE technology faculty training.

Hulihia proposes two *goals*: 1) Engage and interest NH students in postsecondary education through bridging traditional knowledge with sustainability (Engage NH Students); and 2) Increase retention and graduation through experiential sustainability education (Increase Retention and Graduation). Over 5 years, the Hulihia Center will engage in culturally relevant education with 750 potential students, increase NH enrollment in the SSM program, and develop 20 community partnerships providing real-world experience for 100 SSM students. A total of 18 DE students will participate in the SSM program via hybrid DE technology.

*The Competitive Preference Priority: Building Capacity for Remote Learning* is addressed by providing 60 UHMC faculty and staff the Hybrid DE Technology PD, with 70% showing increased capacity to deliver hybrid DE technology, impacting the majority of UHMC faculty and effectively reaching the majority of UHMC’s DE learners.

Since 2011, UHMC has seen drastic declines in enrollment that mirror the nationwide trend—an alarming 35% decline in enrollment. Despite these declines, the percentage of NH students has remained relatively stable at around 33%, which is greater than Maui County’s general population of 28%. After recently implementing evidence-based student success strategies, UHMC had gains in NH fall-to-fall retention that nearly matched the general rate (56% for NH students and 57% overall). Yet, these gains were lost during the pandemic, with a gap of -6 percentage points for fall-to-fall retention and a gap of -8 percentage points for graduation within 150% time. Moreover, drastic cuts were made to maintain fiscal stability during a 10-year enrollment decline and now the coronavirus pandemic. These cuts include eliminating entire degree programs, eliminating an extension site reaching a remote area of Maui Island, and lecturer cuts for low-enrolled classes impacting the SSM program. Due to these cuts, the SSM program has not offered three degree-required classes over the past year. Hulihia proposes increasing NH enrollment through articulating the connection between traditional Hawaiian knowledge and sustainability (SSM), providing experiential learning opportunities, and providing hybrid DE technology to better serve NH students to impact enrollment, fall-to-fall retention, and graduation. This expansion can be maintained through increased enrollment in the SSM degree (by the connection with NH community and through offering six DE cohort seats), the establishment of the Hulihia Center (with partners paying for services, providing real-world issues, hosting internships), and through building faculty capacity to deliver hybrid DE technology in online courses.

**PR Award #:** P031V210015

**Institution Name:** University of Hawaii Maui College

**Project Title:** Hōkūpa’a – Charting the Pathway for Student Success (Hōkūpa’a)

Educational learning disruptions caused by the coronavirus pandemic exacerbated concerns related to achievement gaps for Native Hawaiian and low-income students at University of Hawaii Maui College (UHMC). Therefore, *Hōkūpa’a – Charting the Pathway for Student Success (Hōkūpa’a)* will focus on strengthening Maui College’s capacity to increase access to higher education and improve outcomes for students. *Hōkūpa’a* will establish eight new remote learning centers on three islands in Hawai‘i to increase access to post secondary education for students in Maui County. Three overarching goals guide the *Hōkūpa’a* project activities, including increasing enrollment, retention, and graduation rates for Native Hawaiian and low-income students. *Hōkūpa’a* will promote these goals by focusing on several key objectives and activities which include the following: (1) Increase Native Hawaiian student enrollment by expanding access to UHMC Early College and Dual Enrollment coursework at targeted high schools and create clear academic and career pathways for students enrolled in these program; (2) Increase retention of students by developing remote learning sites where students have access to technology, high speed internet, and student support services; (3) Build capacity for remote learning by providing professional development for faculty that focuses on creating remote learning experiences that advance student engagement and learning (**Competitive Preference Priority**); and (4) Increase graduation rates and degree completion by enhancing access to student mentoring through the development of the Peer Academic Leaders (PALs) program that will provide student success coaching for students at remote learning sites. Student success indicators (retention and graduation) are expected to increase through the use of evidence-based Distance Education/Remote Learning strategies, peer mentoring, and effective project coordination.

*Hōkūpa’a* highlights the importance of the **Competitive Preference Priority** by supporting efforts to ***Build Capacity for Remote Learning***. All elements of the project design focus on ways to enhance access and effective practices for remote learning to ensure that UHMC students have success in post-secondary education. The outcomes of this project include support of professional development for faculty and strengthening the integration of innovative technologies in teaching and learning.

Significant outcomes for the target participants for this project include: 1) Engaging over 250 new students in UHMC early college and dual enrollment coursework and opportunities: 2) Providing 125 faculty professional development to advance their ability to integrate effective remote learning strategies within courses; (3) Strengthening academic programs through the development of curriculum in 25 modified courses that focus on the success in online courses; (4) Supporting 350 students through peer mentoring and coaching; and (5) Developing and implementing 10 new accelerated courses to enhance retention and graduation.

The long-term impacts of *Hōkūpa’a* include increased capacity to expand the reach of UHMC and

attract additional students, increased capacity to sustain student success gains, expansion of

partnerships, and strengthening the implementation of evidence-based strategies for student

success in higher education.

**PR Award #:** P031V210003

**Institution Name:** Windward Community College

**Project Title:** Abstract: Nā Muʻo Hoʻopakela: Blossoming through online education

Despite enrolling a large percentage of Native Hawaiians (41%), achieving parity in persistence for Native Hawaiians (NH), having diverse Hawaiian Studies (HWST) coursework and offering courses through the Hawaiian language, Windward Community College (WCC) suffers from a decrease in AA HWST enrollment, a decline in associates degrees awarded in HWST and Liberal Arts for both NH students and overall, degrees, a large gap in success for online HWST coursework compared to face to face and a lack of online coursework in Hawaiian language . This impacts the enrollment, success and graduation of Hawaiian language speakers and remote learners most adversely.

*Goals:*

WCC Goal 1: Increase the educational capital of the state by increasing the participation and

completion of students, particularly Native Hawaiians, low-income students ...

WCC Goal 2: Create more high-quality jobs and diversify Hawaiʻi’s economy .. addresses the

challenges and opportunities faced by Hawaiʻi and the world.

WCC Goal 3: .. modernize .. campus environments to be safe, sustainable and supportive of

modern practices in teaching, learning and research.

WCC Goal 4: .. commitments to *being a foremost indigenous-serving college and advancing*

*sustainability.*

*Activities:*

1. **Hoʻomomona i ka ʻĀina: Enriching Conditions for Success**

Development and integration of engaging, enriched online course content across the curriculum

focused on NH language and culture, including online course offerings in the Hawaiian language.

1. **Kākoʻo Haumāna “Student Support”**

Development and implementation of holistic support systems for online learning contexts, using Hawaiian language and cultural paradigms.

This project is built upon best practice strategies in online education, including the incorporation of video (Taslibeyaz et al. 2017, Yousef 2014) and virtual reality (Merchant et al. 2014). This is coupled with best practices in academic advising (Scrivener et al. 2015, Linkow et al. 2019) and peer tutoring (Dawson et al. 2014). Successful completion of this project will result in real and positive change for this institution and our community. By end of project, implementation of the activities and associated tasks will increase successful completion of online coursework in HWST by 10%, increase enrollment in the AA HWST by 10%, increase degree attainment in AA HWST by 47% overall, 57% NH, increase AA Liberal Arts degree attainment by 5%, and bring NH cohort graduation rate to parity with overall graduation rate. This overcomes setbacks in graduation and parity caused by the pandemic and can serve as a model for the state in addressing Native Hawaiian higher education needs in the remote learning environment. It positions us as a foremost indigenous serving institution, creates sustainable learning environments through remote learning, and addresses challenges faced by Hawaii, including access and success for remote and Hawaiian speaking learners.

**PR Award #:** P031V210007

**Institution Name:** University of Hawaii Maui College

**Project Title:** Abstract - Pu‘uhonua: Native Hawaiian Center (Phase 1)

**Project Overview**: UH Maui College is proposing to create a learning space for our faculty, staff and NH students. This NH space is referred to as a *puʻuhonua* (place of refuge) - a cultural and physical space that gives students a connection to campus, a sense of belonging, one that allows our Hawaiian students to explore, discuss, and reinforce their Hawaiian identity which is integral to student success. The three activities related to the renovation include:

1) Curriculum Development: Create a new Ka‘ao course to offer to faculty and staff focused on the Kaʻao Student Development Framework model. TUHMC has used the Kaʻao Framework as part of their First Year Experience for faculty to better understand the challenges students face as part of their academic journey. This improved understanding will lead to inquiry about these barriers, and through communication, action can be taken in the form of referrals to benefit students in need. This course will be offered to 40 faculty and staff each year to reach 200 employees by the grant’s end.

2) Professional Development and Training: Develop and offer a Hawaiian Studies seminar based on existing Hawaiian Studies courses to improve faculty/staff understanding of Native Hawaiians to build and strengthen a cultural knowledge base re: basic Hawaiian phrases, values, traditions and history, alter and improve pedagogical approaches that will lead to better connections with students, and improved student performance. This seminar will be offered to 40 faculty and staff each year to reach 200 employees by the grant’s end.

3) Professional Development and Training: Train faculty how to embed Kaʻao themes in math; offer Kaʻao themed Math courses to students using Virtual Desktop Infrastructure (VDI). With the VDI environment, virtual labs will be customized to these courses. Pu‘uhonua addresses the Competitive Preference Priority: *Building Capacity for Remote Learning* by providing this innovation in three different math classes each year to help 300 students by grant’s end to meet their math requirements in their first year at UHMC.

Since 2011, UHMC has seen drastic declines in enrollment that mirror the nationwide trend—an alarming 35% decline in enrollment. Despite these declines, the percentage of NH students has remained relatively stable at around 33%, which is greater than Maui County’s general population of 28%. After recently implementing evidence based student success strategies, UHMC had gains in NH fall-to-fall retention that nearly matched the general rate (56% for NH students and 57% overall). Yet, these gains were lost during the pandemic, with a gap of -6 percentage points for fall-to-fall retention and a gap of -8 percentage points for graduation within 150% time. Moreover, drastic cuts were made to maintain fiscal stability during a 10-year enrollment decline and now the coronavirus pandemic. These cuts include eliminating entire degree programs, eliminating an extension site reaching a remote area of Maui Island, and faculty freezes impacting the Hawaiian Studies program. The Hawaiian Studies program has only one of four faculty positions filled due to University of Hawaii (UH) System freezes. Pu‘uhonua proposes increasing culturally relevant courses and seminar, innovative, distance education math courses, and faculty professional development to better serve NH students to impact enrollment, fall-to-fall retention and NH success in math.

**PR Award #:** P031V210017

**Institution Name:** University of Hawaii at Hilo

**Project Title:** Project Narrative Abstract

***Project Overview***

The University of Hawaii at Hilo (UH Hilo) and Hawaiʻi Community College (Hawaiʻi CC), Native Hawaiian-Serving Institutions, seeks a Title III Part F Individual Cooperative Grant to implement and evaluate the proposed project – **Pāʻieʻie**. Promoting and sustaining a Hawaiian worldview in the UH Hilo and Hawaiʻi CC campus environment, programs, services, and leadership to increase the success of Native Hawaiian (NH) students will be the focus of this project. This project aims to target NH students from their freshmen to senior year. Three activities proposed are: Activity 1: Building an Indigenous Learning Environment, 2: Enhancing Campus and Community Engagement, and Fostering a Community of Scholars.

The expected project outcomes are as follows:

Activity 1: a) By the close of Year 5, increase in NH student enrollment at UH Hilo and Hawaiʻi CC by 5%; b) By the close of the project, faculty from UH Hilo and Hawaiʻi will collaborate to offer 46 sections that include place-based, service-learning activities of the Piko Hawaiʻi course targeting NH first-year students will be completed; c) Each year, retain at least 2.5% of NH students participating in culturally relevant leadership development activities through participation in place-based, service-learning activities that increase understanding of the cultural significance of Hawaiʻi island; d) Each year, at least 5% of UH Hilo and Hawaiʻi CC freshmen NH students participating in culturally relevant leadership development place-based, service-learning activities will have indicated an increased connection to place, which contributed to their persistence to Fall semester.

Activity 2: a) By the close of Year 2, completion of the renovation of spaces at Hawai’i CC-Kō and Hawaiʻi CC-Manono to serve as a repository of Indigenous knowledge resources and digital information in support of UH Hilo and HawCC students, faculty, and staff engagement; b) By the close of the project, complete 42 campus and community engagement activities to strengthen access to Indigenous knowledge resources for NH students, faculty, and staff; c) Each year, retain at least 2.5% of UH Hilo and Hawaiʻi CC NH student population through participation in campus and community engagement activities; c) Each year, at least 2.5% of the UH Hilo and Hawaiʻi CC NH students participating in campus and community engagement activities will have indicated increased engagement and access to Indigenous resources contributing to their persistence to Fall semester.

Activity 3: a) By the close of the project, 18 culturally relevant professional development activities and five (5) Indigenous exchanges to support 40 faculty integrate NH knowledge and practices into curriculum, pedagogy, research, and service to help strengthen graduation and transfer of NH students will be completed; b) Each year, at least 2.5% of UH Hilo and Hawaiʻi CC NH students will graduate (or transfer) through enrollment in courses taught by faculty participating in culturally relevant professional development activities; c) Each year, at least 2.5% of NH students enrolled in courses taught by faculty participating in culturally relevant professional development activities will have indicated an increased engagement with faculty contributing to their persistence to graduation.

**PR Award #:** P031V210021

**Institution Name:** Hawaii Community College

**Project Title:** University of Hawai‘i, Hawai‘i Community College

Native Hawaiian-Serving Institutions Program, Title III Part F – CFDA 84.031V

Nauane Abstract

**PROJECT OVERVIEW**

Hawai‘i Community College (Hawai‘i CC), a Native Hawaiian-Serving Institution, seeks a Title III Part F Strengthening Institutions grant to implement **Project Nauane**. Two activities are proposed: (1) **One-Stop Center Renovation, Hālau Kauwa‘a**, and (2) **Ka‘ao-Kauhale, Professional Development to Enhance Remote Learning**. Project objectives based on CDP goals are:

1. Increase enrollment rates of Native Hawaiian students by improving access to comprehensive services through the renovation of a proposed One-Stop Center, Hālau Kuawa‘a (Objective 1).

2. Increase engagement and retention rates of Native Hawaiian students by improving the remote delivery of Haʻakūmalae Hawaiian Protocols (Objective 2).

3. Increase on-time graduation rates of Native Hawaiian students by expanding and improving the quality of remote learning opportunities across all academic programs (Objective 3).

**EXPECTED PROJECT-END OUTCOMES**

● At least 90% of faculty, staff and students surveyed will report that site improvements enhance learning environments.

● The percentage of first-time, full-time degree-seeking Native Hawaiian students enrolled at Hawai‘i CC who graduate within three years of enrollment will increase from 20.5 to 30.

● At least 90% of faculty and staff who participate in Haʻakūmalae activities will rate training as effective and applicable to student success.

● At least 75% of faculty and staff who participated in Haʻakūmalae activities will report integration of knowledge and practices into curriculum, pedagogy, work duties and interactions with students.

● At least 90% of students participating in Haʻakūmalae activities will indicate increased engagement in their studies.

● The percentage of first-time, full-time degree-seeking undergraduate students at Hawai‘i CC who are retained from their first year to their second year will increase from 50.3 to 60.

● The number of full-time degree-seeking undergraduates enrolled at Hawai‘i CC will increase from 1,157 to 1,200.

**DESCRIPTION OF INSTITUTION AND POPULATION TO BE SERVED**

Hawai‘i Community College (Hawai‘i CC) is a two-year community college on Hawai‘i Island and part of the 10 campus University of Hawaiʻi system. Native Hawaiian students make up 46% of the student population and will be the primary beneficiaries of project activities.

**CONTRIBUTIONS FOR RESEARCH, POLICY, OR PRACTICE**

The proposed design work and site improvements are founded upon HPOKA goals, specifically, “to create a Native Hawaiian place to develop activities and programs that build and sustain a community of learners.” Evidence-based features that will be introduced include job-embedded training and the integration and effective use of technology to extend rich learning experiences to remote learners in order to better engage them. Indigenous students want their culture visible to them, within curricula and within the policies and guidelines of the institution.

**PR Award #:** P031V210016

**Institution Name:** University of Hawaii at Hilo

**Project Title:** Project Narrative Abstract

***Project Overview***

University of Hawaii at Hilo (UH Hilo), a Native Hawaiian-Serving Institution, seeks a Title III Part F Individual Development Grant to implement and evaluate the proposed project – **E Halakau ai ka Manu**. Promoting and sustaining a Hawaiian worldview in the UH Hilo campus environment, programs, services and leadership to increase the success of Native Hawaiian students will be the focus on this project. This project aims to specifically target Native Hawaiian students in their first and second year at UH Hilo. Three activities are proposed: Activity 1: Enhancing Student Engagement Through Learning Environments, Activity Two: Fostering Campus and Community Engagement, Activity Three: Strengthening Leadership Development.

Project goals include 1) Increase Native Hawaiian Student Engagement, and 2) Increase Native Hawaiian student retention rates.

The expected project outcomes are as follows:

Activity 1: By the close of the project, completed renovations to the UH Hilo Kipuka Native Hawaiian Student Center to better engage and support Native Hawaiian students.

Activity 2: a) By the close of the project, 24 campus and community engagement activities will help to strengthen access for Native Hawaiian students, targeting Native Hawaiian first-year students will be completed; b) Annually, 200 first-year students mentored through peer mentorships; c) Each year, at least 2.5% of UH Hilo Native Hawaiian student population will be retained through participation in campus and community engagement opportunities; d) Each year, at least 5% of the UH Hilo Native Hawaiian first-year participating in campus and community engagement activities will have indicated increased engagement in campus and community activities contributing to their persistence to Fall semester.

Activity 3: a) By the close of the project, 24 leadership development activities will help to strengthen access for Native Hawaiian students, targeting Native Hawaiian second-year students will be completed; b) Each year, at least 2.5% of UH Hilo Native Hawaiian students will graduate through participation in leadership development opportunities; c) Each year, at least 5% of Native Hawaiian second-year students participating in leadership development activities will have indicated an increase leadership skills contributing to their persistence to graduation.

UH Hilo is part of the University of Hawaii System of public higher education, which includes 10 campuses; three universities, seven community colleges and dozens of community-based education, training and research centers across the Hawaiian Islands. UH Hilo is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

**PR Award #:** P031V210014

**Institution Name:** University of Hawaii at Hilo

**Project Title:** Project Narrative Abstract

***Project Overview***

University of Hawaii at Hilo (UH Hilo), a Native Hawaiian-Serving Institution, seeks a Title III Part F Individual Development Grant to implement and evaluate the proposed project - **Hoolana**. Promoting and sustaining a Hawaiian worldview in the UH Hilo campus environment, programs, services and leadership to increase the success of Native Hawaiian students will be the focus on this project. This project aims to specifically target Native Hawaiian students from their freshmen to senior year. Three activities are proposed: Activity One: Facilitating Student Success Through an Indigenous Framework, Activity Two: Enhancing Campus and Community Engagement, Activity Three: Strengthening Leadership Development.

Project goals include 1) Increase Native Hawaiian student access and enrollment, 2) Increase Native Hawaiian student retention rates, 3) Increase Native Hawaiian student graduation rates.

The expected project outcomes are as follows:

Activity 1: a) By the close of the project, 48 sections of the Kuleana and Community Freshman course and 5 Freshman summer bridge programs will be offered, targeting Native Hawaiian first year students will be completed; b) Each year, at least 2.5% of Native Hawaiian students participating in student success activities through an indigenous framework will have be retained through participation in place-based, service learning activities that increase understanding of the cultural significance of Hawaiʻi island; c) Each year, at least 5% of UH Hilo freshmen Native Hawaiian students participating in student success activities will have indicated an increased connection to place, which contributed to their persistence to Fall semester.

Activity 2: a) By the close of the project, 36 campus and community engagement activities will help to strengthen access for Native Hawaiian students, targeting Native Hawaiian sophomore year students will be completed; b) Each year, at least 2.5% of UH Hilo Native Hawaiian student population will be retained through participation in campus and community engagement opportunities; c) Each year, at least 5% of the UH Hilo Native Hawaiian sophomores participating in campus and community engagement activities will have indicated increased engagement in campus and community activities contributing to their persistence to Fall semester.

Activity 3: a) By the close of the project, 36 leadership development activities will help to strengthen access for Native Hawaiian students, targeting Native Hawaiian first year students will be completed; b) Each year, at least 3% of Native Hawaiian students will graduate through participation in leadership development opportunities; c) Each year, at least 5% of Native Hawaiian students participating in leadership development activities will have indicated an increase leadership skills contributing to their persistence to graduation.

UH Hilo is part of the University of Hawaii System of public higher education, which includes 10 campuses; three universities, seven community colleges and dozens of community-based education, training and research centers across the Hawaiian Islands. UH Hilo is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

**PR Award #:** P031V210018

**Institution Name:** University of Hawaii at Manoa

**Project Title:** Kapaakea: Engaging Hawaiian Research & Multi-Disciplinary Collaborations at UH Manoa

Kapaʻakea is the original name of the land division that comprises the most central part of the University of Hawaiʻi at Mānoa (UH Mānoa) campus. Kapaʻakea is also the name of the high chief and father of Queen Liliʻuokalani, the prolific administrator who led the executive branch and the constitutional monarchy from 1891-1893. Despite the role the Hawaiian Kingdom and its executer Queen Liliʻuokalani played in the establishment of this institution, such recognition has been missing from the institutional narratives that the administration projects. From one of the most literate nations in the world, the Hawaiian aboriginal population, after a century of military occupation, is now not just one of the most undereducated in the islands, but is also the most incarcerated, heath adverse, underemployed, and houseless. Despite such conditions, during the height of a world-wide pandemic, Hawaiian enrollment at UH Mānoa peaked, reaching 17.7% to overall student body in Spring 2021.

The lead unit of this proposal, Native Hawaiian Student Services (NHSS), intentionally invokes and reclaims Hawaiian educational history as a source of agency and pride for Hawaiian students, faculty and the community at large. As such, this proposal supplements academic and co-curricular student engagement and collaborations with Hawaiian archival and educational research and assessment to better understand and support Hawaiian student success.

UH Mānoa is the flagship campus of the University of Hawaiʻi System (UH System) which consists of 10 campuses: three universities and seven community colleges. UH Mānoa is not only the flagship public institution in Hawaiʻi, but it is also the only Research I institution in our state. Our campus is also home to the largest body of Hawaiian students engaged in higher education in the world.

In Fall 2020, UH Mānoa enrolled 2,874 Native Hawaiian undergraduate and graduate students, nearly 144% the number of Hawaiian students at the other two four-year campuses combined (UH Hilo – 1,097 and UH West Oʻahu – 905). In 2007, UH Mānoa met the Title III certification requirement, earned its first Title III grant, and established Native Hawaiian Student Services, the only unit on campus designed and dedicated to specifically serving all Native Hawaiian students at UH Mānoa, the following year.

UH Mānoa’s grant application, Kapaʻakea, proposes to increase Hawaiian student educational attainment by transforming our institution-wide instructional practices, co-curricular core services, and student engagement opportunities to be a Hawaiian place of learning.

• Activity 1: Multi-Disciplinary Campus Collaborations

• Activity 2: Co-Curricular Capacity Development

• Activity 3: Native Hawaiian Archival Research, Higher Education Research & Assessment

Despite our institution historically not prioritizing the advancement of higher education for Hawaiian students, there are several factors that make our institution well-suited for such a project that aims to positively transform Hawaiian student success and educational outcomes. Not only are there more Hawaiian students on our campus than any other in the world, our campus is also home to the largest Hawaiian faculty body in the world (now about 6-8% of the total faculty body). Our larger Hawaiian community is also in the midst of a Hawaiian Renaissance, with an awakened engagement in Hawaiian history and culture, with an acute recognition of the important role UH Mānoa plays in Hawaiian identity development and scholarship engagement. Furthermore, our proposal is especially well-poised and unique in that the lead unit, NHSS, has the appropriate experience and scope of serving all Hawaiian students on our campus, regardless of their major, allowing us the reach and collaborative capacity to serve, engage, and collaborate across our divers and expansive campus.

**PR Award #:** P031V210001

**Institution Name:** University of Hawaii - West Oahu

**Project Title:** ʻUpena Moananuiākea: Establishing the Hub Pasifika to Empower Native

Hawaiian Futures

*ʻUpena Moananuiākea: Establishing the Hub Pasifika to Empower Native Hawaiian Futures* will establish UHWO as a Pacific Hub renowned for engagement with heritage, culture,and knowledge of the Pacific, weaving ʻike kupuna (ancestral Pasifika knowledge) into the fabricof the institution by leveraging the integration of innovative tools and technologies with an aimtoward a solutions-oriented mindset that ignites and empowers students to be change-makers.

*ʻUpena Moananuiākea* addresses graduation and retention gaps of Native Hawaiian students by promoting the utilization of UHWO’s exceptional resources to support the integration of Pasifika knowledge, innovative technologies, futures/solution-oriented thinking, and remote learning opportunities (Competitive Preference Priority). The goals are: (1) Improve student retention, graduation, and career readiness by expanding opportunities for students to apply knowledge and innovative technologies to serve community needs; (2) Expand transdisciplinary capacity and project/service-based learning opportunities that integrate indigenous/Pasifika knowledge and innovation through faculty development opportunities; and (3) Institutionalize *ʻUpena Moananuiākea* to sustain the expansion of applied learning by strengthening professional development for distance education and innovative technology, fostering university and external

partnerships, growing the portfolio of projects, and archiving knowledge products.

Through the use of UHWO’s unique resources applied across a diverse set of projects, the outcomes of this project include an increase in Native Hawaiian student engagement with faculty, improvement of retention and graduation rates, support of professional development for faculty, and strengthening the integration of innovative technologies and creative media in teaching and learning. Hence, the innovations are mission-driven, presents doable steps that can transform how we deliver remote learning as well as in-person learning, and maximizes UHWOs capacity to education the whole learner from an equity and quality lens.

Significant outcomes for the target participants for this project include: 1) the engagement of over 700 students in learning communities and capstone experiences focused on increasing collaborative learning, interactions with faculty, and improving job readiness through applied learning; 2) the provision of professional development for 100 faculty with the intent to advance faculty ability to integrate transdisciplinary projects that utilize institutional resources for in-person and remote learning courses; (3) the strengthening of academic programs through the development of curriculum in 10 modified courses that focus on the integration of innovative tools and resources, Native Hawaiian and Pasifika knowledge, futures/solution-oriented thinking, and project-based learning; (4) the expansion of Hawai‘i-based and TransPacific partnerships that lead to the accession of innovative technologies and entrepreneurial futures for students; and (5) the further development of an archive of data and a rich portfolio of educational resources that is inclusive of video footage, recordings and digital archives that support project-based learning, engage students, and build capacity of the university.

**PR Award #:** P031V210022

**Institution Name:** Chaminade University of Honolulu

**Project Title:** Strengthening Academic Quality and Student Success through Institutional Effectiveness,

Enhanced Online Program Delivery, Research Support, and an Ecology of Student Learning Spaces

**Goals**. This proposal aims to strengthen our institution through improved and expanded capacity to 1) harness institutional data, 2) deliver state-of-the-art online education, 3) foster faculty research, and 4) build supportive learning spaces. These activities stem from the following recommendations in our Comprehensive Development Plan: In order to more effectively serve our students, we need the ability to continually monitor achievement gaps and engage in predictive analytics to improve outcomes, raise the academic quality in our online courses, strengthen our ability to offer high impact practices, like undergraduate research opportunities, and provide contemporary and supportive spaces for student engagement.

**Expected Outcomes**. By the end of the grant period, Chaminade will 1) be able to use data effectively to make strategic decisions affecting student success; 2) experience increased graduation rates for fully online students; 3) see increased faculty research and by extension, undergraduate research; and 4) have an overall increase in student collaboration, innovation, sense of belonging, and academic success.

**Target Population**. These activities will reduce barriers to achievement in higher education for the Native Hawaiian, first generation, and low-income students that Chaminade serves.

**Competitive Preference Priority**. Our project addresses the Competitive Preference Priority by including job-embedded professional learning in our online program redesign. Our online program will advance student engagement and career-readiness by connecting students to professionals via online Communities of Practice and through professional training via stackable credentials.

**PR Award #:** P031V210006

**Institution Name:** University of Hawaii - West Oahu

**Project Title:** Wailau Ola Pathway

In an effort to address low transfer and improve on-time graduation rates, the Wailau Ola Pathway is a comprehensive plan to bridge the gaps in Native Hawaiian student success by directly addressing key weaknesses and leveraging new opportunities. This collaborative grant proposal between Windward Community College and the University of Hawaiʻi West Oʻahu will increase access for students in the associate's degree program to transition to online bachelor degree pathways that integrate Hawaiian identity with transdisciplinary learning. The Wailau Ola project implements a set of activities to collectively achieve four major goals:

1. Increase transfer rates,

2. Expand on-time degree completion,

3. Integrate Hawaiian language (ʻŌlelo Hawaiʻi), ways of being (Nohona Hawaiʻi) and knowledge (ʻIke Hawaiʻi), ONI HI, into curriculum, and

4. Establish online capstone projects to fulfill ONI HI bachelor degrees.

The activities to achieve these goals were informed by institutional experience and sound rationale derived from high-impact, research-based practices. To increase transfer rates of students, current institutional articulation agreements will be expanded, and trained staff will be dedicated to guide students through the transfer process. Students will also be supported through practitioner taught ONI HI workshops, Hawaiʻi foundational mentoring, and encouraging tutoring and academic advising. Personalized professional development will help to advance faculty and staff in transdisciplinary course curriculum development and online course expansion. Currently, online bachelor degree programs at the University of Hawaiʻi West Oʻahu do not include a transdisciplinary, ONI HI integrated approach to the capstone project nor the overall degree.

This pathway advances the focus of the Windward Community College online degree program on ONI HI by expanding the transdisciplinary curriculum through the bachelor degree experience. The Wailau Ola Pathway also meets the competitive preference priority of building capacity for remote learning through professional development to create dynamic online learning experiences that integrate innovative technological resources. This project will support state and university efforts to expand postsecondary educational opportunities by providing access to students in Hawaii and beyond. With more Native Hawaiians living on the continent and away from direct access to coursework and experiences that perpetuate aspects of Hawaiian identity, this pathway provides critical Wailau—nourishing and life-giving wrap-around services—that are essential to the academic, socio-emotional, cultural, linguistic, and spiritual wellbeing of Native Hawaiians.

**PR Award #:** P031V210012

**Institution Name:** Windward Community College

**Project Title:** Abstract: Nā Muʻo Hoʻopakela: Blossoming through online education

Despite enrolling a large percentage of Native Hawaiians (41%), achieving parity in persistence for Native Hawaiians (NH) and having diverse Hawaiian Studies (HWST) coursework, Windward Community College (WCC) suffers from a decrease in AA HWST enrollment, a decline in associates degrees awarded in HWST for both NH students and overall, degrees, a large gap in success for online HWST coursework compared to face to face and a gap in graduation by cohort for NHs and males.

*Goals:*

WCC Goal 1: Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students ...

WCC Goal 2: Create more high-quality jobs and diversify Hawaiʻi’s economy .. addresses the challenges and opportunities faced by Hawaiʻi and the world.

WCC Goal 3: .. modernize .. campus environments to be safe, sustainable and supportive of modern practices in teaching, learning and research.

WCC Goal 4: .. commitments *to being a foremost indigenous-serving college and advancing sustainability*.

*Activities:*

1. **Mamua ke kahua: Building the curricular foundation for community leaders**

Development of mālama ʻāina (caring for the land/sea) leadership curriculum, including internships at local aloha ʻāina (love of land) agencies and remote learning modules for ahupuaʻa (land management) across our Koʻolau (Windward Oʻahu) region.

2**. Ma ka hana ka ʻike: Growing leadership through supported learning experiences**

Development of co-curricular and student support systems for mālama ʻāina leadership, including pro-active counseling, cultural activities, internships and campus work-based learning.

This project is built upon best practice strategies including ʻāina or environment/land based learning, which grows students not just in disciplinary knowledge but in skills, persistence and leadership (Shusler et al. 2009, Volk & Cheak 2003). Video is incorporated as a best practice in remote education (Taslibeyaz et al. 2017, Yousef 2014). Work-based learning and student employment are leveraged to increase course success, persistence and degree completion (Pike 2008, Scott-Clayton & Minaya 2016, Soliz and Long 2016). This is combined with best practices in academic advising (Scrivener et al. 2015, Linkow et al. 2019) and peer tutoring (Dawson et al. 2014) increases success, retention and graduation. Successful completion of this project will result in real and positive change for this institution and our community. By end of project, implementation of the activities and associated tasks will increase successful completion of online coursework in HWST by 5%, increase enrollment in the AA HWST by 10%, increase degree attainment in AA HWST by 47% overall, 57% NH, and bring NH and male cohort graduation rates to parity with overall graduation rate. This overcomes setbacks in graduation and parity caused by the pandemic and can serve as a model for creating indigenous, environmental online resources. It positions us as a foremost indigenous serving institution, creates sustainable learning environments through online learning and community based internships, and addresses challenges faced by Hawaii, including access and success for remote and Hawaiian speaking learners.

**PR Award #:** P031V210011

**Institution Name:** Leeward Community College

**Project Title:** HE LOA KE AHO ABSTRACT, TITLE III ANNH PART F, CFDA 84.031V

Leeward Community College, the largest 2-year community college in the University of Hawai’i Community Colleges (UHCC) System, is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges (WASC) and serves the largest number of Native Hawaiian (NH) students in the UHCC System.

**PROJECT OVERVIEW**

The project, ***He Loa Ke Aho: Systemic Practices Reenvisioned for Native Hawaiian Student Success***, seeks to increase Native Hawaiian student enrollment, persistence, and graduation rates by indigenizing the college and creating a sense of belonging for Native Hawaiian students. This will be achieved through the development of culturally-sustaining open educational resources (OER), investment in cultural faculty professional development, and offering targeted student supports and resources. The project proposes seven activities: 1) develop an online culturally-sustaining OER textbook for HWST 107; 2) create four cross discipline professional learning communities that develop culturally-sustaining OER lesson plan templates; 3) develop and implement five Native Hawaiian (NH) professional development (PD) programs; 4) create a Cultural Advisory Board to guide NH PD; 5) create an online indigenous resource site to house NH and culturally-sustaining teaching and learning resources; 6) develop three online student resource manuals; and 7) offer tailored financial literacy, onboarding, and student services support to NH students in the Hawaiian Studies Associates of Art (AA-HWST) Natural Sciences Associates of Science (ASNS), and Teaching Associates of Science (AST) degree programs.

**PROJECT GOALS AND OBJECTIVES**

**Project Goal 1/GPRA 3**: Increase NH student persistence rates in the AA-HWST, ASNS, and AST degree programs by 5% by the end of the project.

• Increase HWST 107 course completion rates by 5% by the end of the project.

• Increase student engagement in courses using cultural OER lesson templates by 10% by Y5.

**Project Goal 2/GPRA 5**: Increase NH student graduation rates in the AA-HWST, ASNS, and AST degree programs by 5% by the end of the project.

• Increase the use of NH indigenous knowledge, resources, and applications into practices by 150% (100 employees) by the end of the project.

**Project Goal 3/GPRA 1**: Increase NH student enrollment in the AA-HWST, ASNS, and AST by 3% annually from Year 2 through Year 5 of the project.

• Increase student awareness of resources for NH students by 10% by the end of the project.

**PROJECT OUTCOMES**

• The number of HWST 107 sections using the OER textbook will be 50% by end of project.

• The number of course sections using the templates will be 30 by the end of project.

• The number of participants in a professional learning community focused on creating culturally-sustaining OER materials will increase from 0 to 8 by the end of the project.

• The number of participants in NH PD programs will be 100 employees by end of project.

• Indigenous resource site viewership will increase by 10% annually in Year 4 and Year 5.

• The gap between NH students accepted and enrolled will be reduced by 3% in Y3, 4, and 5.

• NH student persistence and graduation rates will increase by 5% by end of the project and enrollment by 3% in Y2 through Y5 in the AA-HWST, ASNS and AST degree programs

**PR Award #:** P031V210005

**Institution Name:** Kapiolani Community College

**Project Title:** Project Abstract

Kapiolani Community College (the “College”) proposes one project - “**Kulia: Advancing Indigenous Scholars for Success**'' and two project activities to improve Native Hawaiian studentre-enrollment and academic achievement. This project embodies the spirit of the College valuekulia, creating meaningful curricula and learning experiences that serve as a foundation for all tostand and move forward. Kulia: Advancing Indigenous Scholars for Success is rooted in the mottoof Queen Kapiolani, “to strive to reach the highest.” Kulia supports students to strive to reach thehighest in their academic and career journey. This project will directly benefit the growingpopulation of Native Hawaiian (NH) students by incorporating the Kaao TransformationFramework for faculty to indigenize student engagement and learning by creating authenticmeaningful curriculum and by providing academic peer coaching and tutoring support. Kulia willdirectly address ANNH program guidelines through two project activities: (1) **The Kaao Professional Development Program** and (2) **The Kulia Scholars Program**. The project willaddress institutional strategic planning goals and performance measures through three projectobjectives: 1) **Improve NH online course success rates by increasing the capacity of 5 faculty annually to create culturally relevant student engagement and learning experiences through the Kaao Transformation Framework**. Despite increasing NH student enrollment in onlinecourses, the success gap in course completion between online and on-campus courses hasincreased for Native Hawaiian students. This program will provide professional development toclose the success gap by assisting faculty in developing culturally-relevant online studentengagement and learning experiences through the four themes of the Kaao TransformationFramework - Hua (catalyst for change, purpose) - Haalele (preparation for the journey,assessment of strengths/tools) - Huakai (The Journey - setbacks and victories) and Hoi (Finalpurpose of the Journey, leadership and giving back to community). Each year over the course ofthe project, faculty will participate in a summer institute and a sustainable community of practiceto develop and implement their online curriculum; 2) **Improve NH re-enrollment rates by increasing the capacity of 5 faculty annually through a culturally-relevant Faculty Mentorship program focused on Undergraduate Research Experiences**. The Kulia Scholarsprogram will develop and implement faculty mentoring for students across academic degreeprograms through a mentoring relationship focused on undergraduate research experiences. NHstudents will directly learn from and build key relationships with faculty mentors, includingsharing personal and professional stories, which guide NH students in their chosen field ofeducation and profession; and 3) **Improve NH re-enrollment and graduation rates through a culturally-relevant academic peer support program by annually increasing academic peer coaches and tutors to support NH students enrolled in online and on-campus classes**. TheKulia program will provide academic peer support for NH students through academic peercoaching on academic skills, financial literacy, health & wellness, and life balance to increasestudents’ self-efficacy and sense of belonging, and peer tutoring in mathematics and writing tosupport NH student course success, re-enrollment and graduation rates. This project addresses theCompetitive Preference Priority through the Kaao Professional Development program byincreasing the capacity of faculty to create authentic and meaningful online student engagementand learning experiences within a community of practice over the course of the project.

**PR Award #:** P031V210004

**Institution Name:** Kapiolani Community College

**Project Title:** Creating an Ecology for Innovation: Transformative Funds Management Strategies

through Shared Services Centers to Support Native Hawaiian Student Success

**Institutional/Student Profile**: Kapiolani Community College (OPE ID 00161300) and Leeward Community College (OPE ID 00454900) are the largest two-year institutions in the State of Hawaii, serving the urban centers of Honolulu and Kapolei, as well as remote locations in West Oahu, with Kapiolani serving 1,230 Native Hawaiian of 6,369 total students (19.3%) and Leeward serving 1,780 Native Hawaiian of 6,363 total students (28.0%) in fall 2020.

**Strategies**: this collaborative project builds upon prior ANNH investment to address new fiscal and institutional challenges arising from the COVID-19 pandemic impacting Native Hawaiian student success, drawing upon Kapiolani’s innovations in funds management as a partner campus in the *Lawelawe Pookela: Strengthening Institutional Capacity for Student Success* cooperative arrangement (2015-2020, GAN P031W150001). This project directly addresses ANNH program guidelines through one project activity: “Strengthen Funds Management Capacity to Increase ANNH Student Re-enrollment toward Degree Completion and Transfer to a Four-year Campus.”

1) Creating Shared Services Centers to Improve Funds Management Efficiency. These centers will access new technologies and processes that streamline day-to-day business and personnel activities, allowing these institutions to respond to faculty, staff, and student needs in a more nimble and cost-effective manner.

2) Implement Client-Driven Extramural Project Support through Extramural Project

Staffing. Funds management staff will specialize in extramural program management and

implementation to create more efficient processes and improve extramural transaction processing.

3) Grantsmanship Training for Native Hawaiian Faculty & Staff. The Shared Services grant specialists will provide grantsmanship training sessions to cohorts of Native Hawaiian faculty and staff to build institutional capacity to support Native Hawaiian students and programs by enhancing skills in applying for and obtaining extramural funds.

Outcomes include creating an ecology of innovation with increased funds management capacity with a 20% increase in extramural funding, 20% greater efficiency in business services, and 20% greater efficiency with technology-related procurement transactions. These objectives support UH’s High Performance Mission Driven targets to offer potential cost savings in more efficient use of time, staff, funding, and technology resources. Kapiolani and Leeward will serve over 10,500 Native Hawaiian students and address significant performance gaps, including retention, degrees awarded, and transfer to higher levels of education through this five-year project.

**PR Award #:** P031V210009

**Institution Name:** Kauai Community College

**Project Title:** Kūkulu A`e Project

Institution Name: University of Hawai'i, Kaua'i Community College

Location: Kaua'i, Hawai'i

Contact Information: Dr. Joseph Daisy, Chancellor and PI; address: 3-1901 Kaumuali'I Hwy, Lihue, HI, 96766: phone: (808) 245-8210, email: jdaisy@hawaii.edu

Description of Institution: Founded in 1965, Kaua'i Community College (KauCC) is a two-year public community college within the University of Hawaii Community College System, and the only institution of higher education in the County of Kaua'i. KauCC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), and recognized by the U.S. Department of Education as a Native Hawaiian-Serving Institution, with students of Native Hawaiian ancestry making up ~34% of the total student body.

Name of Program: ED-GRANTS-042621-002

Title III, Part F: Native Hawaiian Serving Institutions Program

(Individual Institution Grants) CFDA 84.031V

Source/Timeframe of Funding: U.S. Department of Education; Oct. 2021-Sept.2026

Program Purpose and Strategies: The Hawaiian project title, Kūkulu A`e, in translation, means to build out or up. It can also mean to bind together to evoke a sense of unity and togetherness. As such, this project builds upon the foundation of a successful Early College partnership that links college course work in high school to effective community-based organizations to create learning opportunities rooted in Native Hawaiian traditional agriculture, resource management and the restoration of historical sites. This type of learning will be enhanced through the addition of a Kipuka Center which will create a “soft landing” for Native Hawaiian students to learn and thrive when matriculating into KauCC. Students at all levels will be actively engaged with the cataloging and digitization of the Pila Kikuchi collection. The collection contains original documents and artifacts that are historically and culturally relevant to this project.

There three main goals of the Kūkulu A`e Project are:

1) Increase enrollment and success for Native Hawaiian students in area high schools by creating an articulated sequence of Early College (EC) and/or Running Start courses offered by KauCC faculty and provide clear pathways into postsecondary degrees at the community college and distance education baccalaureate programs;

2) Create a cultural gathering and learning place on campus for Native Hawaiians that is culturally significant and relevant while concurrently establishing a place-based learning enrollment pathway to KauCC for Native Hawaiian students; and,

3) Increase Native Hawaiian learning resources by archiving, digitizing and disseminating materials in the Pila Kikuchi Collection in the college’s Learning Resource Center (LRC) to make a historically valuable Hawaiian resource collection available to the University System, the Hawaiian Islands and researchers and cultural practitioners around the world.

**PR Award #:** P031V210025

**Institution Name:** Oceanic Institute of Hawaii Pacific University

**Project Title:** Aquaculture as a Platform to Increase

Native Hawaiian Student Representation in STEM Majors

Hawaii Pacific University (HPU) is the largest private university in Hawaii and in the Central Pacific region. HPU is noted for its diverse student body of more than 5,000 students representing nearly 65 countries and offers both undergraduate and graduate degrees in STEM disciplines. HPU also operates Oceanic Institute (OI), a research facility focused on sustainable aquaculture, marine conservation, and coastal resource management. In FY2020, 24% of all undergraduate students enrolled at HPU were Native Hawaiian. However, these students comprised only 5% of all undergraduates who declared STEM majors in FY2020. Similarly, in FY2021, 23% of all undergraduate students enrolled at HPU were Native Hawaiian but these students comprised only 7% of STEM majors in that year. These data indicate Native Hawaiian students are not represented in STEM majors at a level commensurate with their enrollment at HPU. The goals of this proposed project are to: 1) increase enrollment of Native Hawaiian students in STEM majors within HPU’s Department of Natural Sciences (DNS) over a 5-year period; 2) increase graduation rates of Native Hawaiian students with STEM majors in DNS over a 5-year period; and 3) increase overall graduation rates of Native Hawaiian students at HPU over a 5-year period. To achieve these goals, HPU proposes to develop and implement handson, experiential learning opportunities, as well as distance learning opportunities, in aquaculture to increase Native Hawaiian student representation in STEM majors and to improve educational outcomes of these students. Aquaculture represents a unique, transdisciplinary platform for STEM education because it integrates biology, chemistry, engineering, and business in a holistic manner. In addition, aquaculture has a long and important history in Hawaii and is culturally important to Native Hawaiians. Hands-on learning opportunities will be provided to Native Hawaiian students through participation in applied aquaculture research at OI. Students will work side-by-side with OI scientists on ongoing projects related to algae production and fish and shrimp aquaculture. Areas for potential student participation include: 1) care and maintenance of fish and shrimp broodstock; 2) maturation and spawning of broodstock; 3) larval rearing; 4) production of live feeds (i.e., algae); 5) nursery production; 6) stocking and harvesting of tanks; 7) water quality monitoring; 8) monitoring of fish and shrimp growth rates; and 9) data input and management. Rationale for the proposed activities to enhance Native Hawaiian student participation in STEM majors include: 1) access to experiential hands-on learning opportunities; 2) use of non-traditional settings outside of the classroom; 3) provision of activities which are culturally relevant; 4) access to flexible academic programming via distance learning; and 5) access to mentors of the same ethnic representation. The overall approach of this proposed project likely will result in the desired outcome of HPU graduating more Native Hawaiian students with STEM majors. Because of HPU’s unique place in the world, and because the involvement of Native Hawaiians is so critically important in helping solve the technical challenges of today and tomorrow, DoE funding to support HPU’s efforts is urgently needed. These funds will help produce Native Hawaiian graduates who will play increasingly important leadership roles in helping solve the complex and transdisciplinary challenges facing island communities in the future, including food insecurity, global climate change, and job diversification.

**PR Award #:** P031V210019

**Institution Name:** University of Hawaii at Manoa

**Project Title:** Mai ʻŌ A ʻŌ: Meeting the Needs of Native Hawaiian Educators and Students through

Remote Learning Professional Development

ABSTRACT

Mai ʻŌ A ʻŌ is a holistic program designed to advance Native Hawaiian remote teaching and distance learning. Our program will carry out the following activities, a) faculty development; b) development and improvement of academic programs; and c) student services. This program is comprised of four integrated components: 1) the Native Hawaiian Online Academy Series, 2) the Hoʻonui ʻIke Professional Development Program, 3) the Hōʻuluʻulu Audio and Visual Resource Library, and 4) the Hoʻopaʻa Haʻawina Graduate Assistantship program. These four components are a part of a larger comprehensive plan to ensure Native Hawaiian educator and student academic success in the virtual classroom.

The Native Hawaiian Online Academy Series is a professional development program that provides educators with various skill sets, best practices, and instructional tools to maximize their effectiveness in the online classroom. The Native Hawaiian Online Academy Series will produce at least ten online workshops annually. The Hoʻonui ʻIke Native Hawaiian Professional Development Program will ensure that our grant staff is aware on the latest technology available to teach effectively online. This component of our grant provides our graduate assistants and other grant staff with the opportunity to attend workshops, webinars, and other educational training sessions to expand the scope of our Native Hawaiian Online Academy Series offerings. The Hōʻuluʻulu Audio & Visual Resource Library makes audio and visual equipment available for use by Native Hawaiian educators teaching online courses. Through the Hoʻopaʻa Haʻawina Graduate Assistantship program graduate students gain personalized professional development and on-the-job experience while teaching and tutoring other students.