# Alaska Native and Native Hawaiian-Serving Institutions Program

# Part A

# FY 2019 Project Abstracts

**PR/Award # P031N190001**

**Alaska Pacific University Abstract**

**Project Title: APU Indigenous One Health Expansion**

Alaska Pacific University (APU) proposes to increase the capacity of the institution to expand delivery of high quality, culturally responsive academic and research programs using an Indigenous One Health model as the underlying rationale. In addition to our traditional liberal arts educational mission, as a Tribally controlled Alaska Native-Serving institution, APU also advances the collective vision of Alaska’s Native community to respond to the state’s most critical needs in health care, including human, animal and environmental realms. Our Indigenous approach recognizes that humans, the environment and animals are all One, and our work must be interdisciplinary.

The objectives of the proposed five-year project are:

1. To increase enrollment, especially of Alaska Native/American Indian students, in APU Indigenous One Health academic programs;
2. To retain students enrolled in Indigenous One Health programs; and
3. To increase the number of graduations from these programs.

Our theory of change is that the five proposed activities will lead to the following outcomes: increased capacity to implement Indigenous One Health Sciences academic programs; culturally safe and relevant educational experiences; high-quality educational experiences using best practices that adhere to National Standards; and Alaska Native students’ success and satisfaction with education experiences leading to retention, persistence, and employment in the field of study. Collectively, these outcomes will impact the vision of healthier Alaska Native people and communities by increasing the Indigenous One Health workforce.

Five primary activities underlie the expected outcomes, as outlined in the table below:

|  |  |
| --- | --- |
| **Activity** | **Related Strategies** |
| Curriculum Development/Academic Instruction | Recruit 2 Indigenous One Health Sciences faculty; achieve nursing and environmental public health program accreditations; implement unique rural immersion clinical/field work internships/practica; obtain subject matter expertise in Indigenous pedagogy, nursing, instructional design and distance education; conduct undergraduate student research in animal models/behavior |
| Faculty Development | Provide training in Indigenous pedagogy; attend professional conferences |
| Purchase of Scientific Laboratory Equipment | Create and implement a nursing simulation laboratory |
| Improvement in Laboratory Facilities | Upgrade/expand existing aquarium laboratory to support Indigenous One Health science education model |
| Student Support Services | Enhance academic advising and support in the health sciences; Recruit 1 Health Sciences Advisor; Provide student employment in Indigenous One Health academic/research programs; Provide counseling/tutoring/education related to personal financial literacy |

**PR/Award # P031N190002**

**University of Alaska Fairbanks – Interior Alaska Campus: *Creating the Creators***

**ABSTRACT**

The Interior Alaska Campus (IAC) is submitting a five-year Cooperative Arrangement Grant application. IAC is a designated Alaska Native Servicing Institution (ANSI) and eligible for Title III grant funds. All of the partners on this project are affiliated with the University of Alaska Fairbanks (UAF); two departments, the School of Management (SOM) and College of Liberal Arts (CLA), and another rural ANSI campus, Chukchi Campus (CC).

The goal for the *Creating the Creators* project is to expand relevant educational opportunities through two objectives: 1) Increase availability of courses in an identified area of need; and 2) Enhance education to career pathways.

This grant will provide an academic program and student services that extend the reach of higher education to underserved rural Alaska residents. It strengthens IAC as an institution as it extends IAC’s academic programs into a new and desirable field and it demonstrates commitment to providing educational opportunities identified by our constituents.

The project facilitates the *Goal: Expand relevant educational opportunities* by developing and establishing courses and an Occupational Endorsement (OE) in the emerging field of Content Creation. This education is relevant to rural Alaska communities as it imparts skills and knowledge to move social media beyond recreational use into career opportunities that are not dependent on location.

In addition to academics, the project supports staff who will conduct outreach in order to facilitate awareness of the new program and student services that engage and support project students. Student service staff will provide advising, enrollment, financial aid, etc. along with project specific student services such as social media guidance and technical assistance. Travel funds have been included in this request so that student service staff can deliver student support and outreach activities in rural Alaska communities served by the ANSI campuses. This will increase program and student success.

This project addresses the Competitive Priority by increasing financial literacy knowledge and skills through the academic program and student services. The academic program includes information on major business practices including management, finance, and accounting. Student service staff will provide information and counseling for students on personal finance including the benefits and obligations of student loans and other educational funding sources.

This grant will provide training and conference opportunities for project staff members. This training and networking will keep student service and project management staff current with best practices and emerging issues in higher education.

Progress and success on the objectives will be measured by: providing four modified courses; developing and establishing a Content Creation OE as a new University of Alaska credential; and by meeting set targets for student enrollment in courses and completion of the Content Creation OE.

In addition to annual external evaluation, admitted program students will be surveyed and/or interviewed in the final year to assess the Mid-term Outcome *students receive expected benefits of education* in the logic model. The expected benefits of the education program piloted and established through this proposal is education that will allow students to become independent content creators on social media platforms, or continue into more advanced degree programs, or to create or enhance employment based on the skills acquired through project courses.

**PR/Award # P031W190003**

PROJECT ABSTRACT

**Kahua Paepae Ola Project**

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

**Location:** Kaua'i, Hawai'i

**Contact Information:** Dr. Helen Cox, Chancellor and PI; address: 3-1901 Kaumuali'i

Hwy, Lihue, HI, 96766: phone: (808) 245-8210, email: helencox@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 Western Association of Schools and Colleges, 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:** Title III, Part A: Native Hawaiian Serving Institutions Program

(Individual Institution Grants) CFDA 84.031W

**Source/Timeframe of Funding:** U.S. Department of Education; Oct. 2019-Sept.2024

**Program Purpose and Strategies:**

Native Hawaiians enrolling at KauCC include rural, low-income students who may be

the first in their family to attend college. Native Hawaiian students often face a variety of

challenges on and off-campus that can create roadblocks to their success. Recently, KauCC

analyzed strengths and weaknesses, and conducted student surveys to identify new ways

to work with and for our Native Hawaiian students to better meet their needs. Both KauCC

and the University of Hawaii system have identified being a premier indigenous serving

institution part of their strategic goals and set annual performance measures that align with

this goal. The overall goal of the *Kahua Paepae Ola* Project is to increase Native Hawaiian

success at KauCC by: 1) providing integrated, holistic student support services through a

*Hale Malama* Care Center case-based management support system that aligns with the

Achieving the Dream objectives; 2) updating and modernizing learning and teaching

facilities, and increasing tutoring and mentoring support in the Academic Support Center

on campus; 3) expanding student support to improve transitions and retention rates for

Native Hawaiian students following an evidence-based model from the *Wai*'*ale*'*ale*

Program, and 4) meeting student survey-identified needs by creating a Native Hawaiian

*kauhale* (meeting place), increasing culturally relevant place-based opportunities that

foster community involvement, and improving engagement with faculty, staff and the

community through place-based teaching. The project also creates new opportunities for

Native Hawaiian students by forming partnerships for internships and employment with

local government, private industries, non-profit organizations and other minority-serving

institutions to foster applied learning opportunities for post-graduation employment. The

overall approach will also be informed by a mutually beneficial partnership with a Maori

serving institution, Otago Polytechnic. *Kahua Paepae Ola* includes innovative ways to

collect, analyze and evaluate data for interventions and counseling through applied,

culturally supportive, individualized, case-based services to remove barriers to success.

This information and the techniques used for evaluation will benefit other small schools

with minority enrollment.

**PR/Award # P031W190006**

**University of Hawai‘I, Leeward Community College**

**Native Hawaiian-Serving Institutions Program, Title III Part A – CFDA 84.031W**

**Abstract**

**PROJECT OVERVIEW**

Our project—***Wa‘a Kaulua: The Foundational Journey to Success***—proposes six activities. The

pre-existing Going to Finish On Time (G2FO) Program which targets full-time students who want

to graduate with their AA degree in 2 years will be expanded by improving the following: (1) peer

mentor training program and counseling sessions infused with new curricula, (2) enrichment

activities infused with new curricula and (3) part-time students and second year students provided

tailored support. Additional activities will include: (4) new curricula focused on developing

students’ academic mindsets and learning skills integrated into courses; (5) a database purchased

to collect demographic, academic performance, student service usage, barriers to success and

resiliency factors on student participants; and (6) grant fiscal workshops provided to grant-funded

personnel as part of a regular training series.

**PROJECT GOALS AND OBJECTIVES**

**Project Goal 1. Increase Native Hawaiian (NH) students’: i. enrollment by 3%; ii.**

**Persistence by 3%; and iii. On-time graduation rates by 3%**.

• Expand the capacity of the G2FO program to enroll, retain and graduate NH students.

• Integrate new academic mindset and learning skills curricula into courses.

**Project Goal 2: Increase the number of permanent positions committed to support Native**

**Hawaiian student success initiatives by 2 positions by the end of this project.**

• Demonstrate a need for permanent positions by establishing a database to better understand

gaps in services, areas of need, and areas of success for Native Hawaiian students.

**Project Goal 3: Increase the percentage of grant-funded personnel who are proficient in the**

**grant procurement process by 60%.**

• Employ effective professional development strategies to improve participants’ navigation of the

grant procurement process

**PROJECT OUTCOMES**

• The number of full-time, degree-seeking Native Hawaiian students enrolled at Leeward

Community College will increase by 3% from 1,799 to 1,832 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 by 3% from 57.4% to 60.4% by the end of this project.

• The percentage of first-time, full-time degree seeking NH students who graduate within three

years of enrollment will increase by 3% from 20.4% to 23.4% by the end of this project.

• The number of faculty participating in a professional learning community focused on integrating

new academic mindset and learning skills curricula will increase from 0 to 12 per year.

• The number of courses that integrate new curricula will increase from 0 to 12 per year.

• Number of permanent positions to support NH success initiatives will be 2 by end of project.

• The percentage of grant-funded personnel who are proficient in the grant procurement process

will increase by 60% by the end of this project.

**DESCRIPTION OF INSTITUTION**

Leeward Community College (Leeward CC) is a 2-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 # P031W190002**

**Abstract: *Kumuola “Caregivers of Life”***

Despite increasing Native Hawaiian (NH) enrollment (40%), and NH and overall graduation

rates, Windward Community College (WCC) suffers from decreased enrollment in Liberal Arts

(NH and All), limited career pathways and gaps in GPA (success), credit completion, and cohort

graduation rate for NH students. While WCC has a Hawaiian immersion childcare center, and

the community has unfilled jobs for family service professionals, the college has neither the

capacity to offer a certificate for childcare caregivers or a facilitated transfer pathway

(articulation agreement) with University of Hawaii’i at Manoa (UHM) for students wishing to

obtain baccalaureate degrees in this area. UHM lacks a streamlined transfer system from

community colleges and has low graduation rates for first-time, full-time NH students.

*Goals of Both Institutions:*

Goal 1: High Performance Mission Driven System...ensure UH’s ability to provide…affordable

access to a superb higher education experience...which includes commitments to being a

foremost indigenous-serving university. (WCC Goal: 4, UHM Goal: Being a Native

Hawaiian Place of Learning and Indigenous-serving Institution)

Goal 2: Hawaii Graduation Initiative: Increase the educational capital of the state by increasing

the participation and completion of students, particularly Native Hawaiians…preparing

them for success in the workforce and their communities. (WCC Goal 1, UHM

Enhancing student success)

Goal 3: Hawaii Innovation Initiative: Create more high-quality jobs and diversify Hawaii’s

economy by leading…innovation, research, education and training enterprise that

addresses the challenges and opportunities faced by Hawaii and the world. (WCC Goal 2,

UHM Advancing the Research Enterprise)

1. **Ke ʻAla Hele o Ka Naʻauao “The Pathway of Knowledge”**

*Develop a culturally relevant Human Development and Family Studies curricular pathway*

*from the community college to the baccalaureate institution.*

The pathway includes a short-term credential for childcare caregivers and an associate’s level

concentration for transfer to UHM Human Development and Family Studies (HDFS) BS

degree. Culturally enriched coursework enhances the baccalaureate experience.

**2. *E ʻimi mau i ka naʻauao “Student Development Action Plan”***

*Develop a comprehensive student development and support program to facilitate student*

*success, retention, transfer, graduation and career exploration in the HDFS pathway*

This program develops and implements a learning community, student advising support, peer

mentoring, engagement activities, and training in financial literacy at both institutions.

This project is based on current evidence-based best practice in higher education, which

increases college success by promoting pathways to labor markets and further training (e.g.

Jenkins, et al., 2018). Pathways promote efficient progress to degree and transfer via clear

program maps and milestones (Scott-Clayton 2011). It builds this success by supplying

comprehensive advising services, which have been shown to double graduation rates (Scrivener,

et al., 2015), and incorporating indigenous context and subject through culturally relevant

curricula and sites of applied learning (e.g., NH language immersion childcare center).

Successful implementation will result in a childcare workforce certification at WCC, expanded

and culturally enriched curricula at WCC and UHM, a 6% increase in enrollment (NH & All) in

the Liberal Arts AA degree at WCC, as well as 9 and 10% increases (respectively) in NH and All

student enrollment in UHM HDFS. **Kumuola** builds the capacity of both WCC and UHM to

support NH student success by meeting institutional and system goals.

**PR/Award # P031W190004**

Title III Part A—Hoʻopūliko Kumu Hou/To Sprout New Teachers Pathway Grant Proposal

Abstract

Hoʻopūliko Kumu Hou grant proposal allows University of Hawaiʻi West Oʻahu (UHWO)’s to

partner with other stakeholders in this region to significantly increase the number of Native

Hawaiian and Part-Hawaiian teachers earning their bachelor’s degree and entering the region’s

secondary classrooms in the next five years. This grant will enhance and expand the existing

Hawaiian Culture Based Secondary Preservice Teacher Program into a pathway that intends to

graduate 102 new secondary faculty to instruct in the region hit hardest by teacher shortage in the

state of Hawaiʻi. These young educators, many who grew up in this part of the island, will be

critical to ending the cycle of teacher attrition afflicting Hawaiʻi’s public school.

**PR/Award # P031W190011**

**Mānai-a-Māui: Transforming Institutions with an Indigenous Framework**

Mānai-a-Māui: Transforming Institutions with an Indigenous Framework is a Title III, Part A,

Cooperative Arrangement proposal among three University of Hawaii System (UH)

institutions—Hawaii Community College (HCC—lead), UH Hilo (UHH), and UH Maui College

(UHMC). The title, *Mānai-a-Māui* translates as the hook of the Hawaiian mythological

character, Māui, the transformer, who used his magic hook Mānaiakalani to pull Maui Island and

the Hawaii Island together, believing both islands would benefit profoundly from each other.

This project reflects that joint effort between the two islands to transform the institutions by

incorporating Native Hawaiian (NH) culture, value, and traditions to impact student success. The

Ka‘ao Transformation Framework, developed by UHMC, references a journey with four stages

(Hua—purpose, Haʻalele—preparation, Huakaʻi—cycle of overcoming barriers, and Hoʻi—

giving back) incorporating the character of Māui that improves upon Tinto’s Model of

Institutional Departure with an indigenous perspective and emphasis on giving back to the

community. Transformation efforts target related activities:

(1) Transform the student experience through **Ka‘ao** Indigenous Student Development Model

(theory) and action which includes evidence-based student success initiatives;

(2) Transform administrators, faculty, and staff through the **Pāmaomao** Indigenous Exchange to

strengthen indigenous network systems, promote indigenous academia, and increase parity; and

(3) Transform campuses into Hawaiian place of learning through **Kīpaepae** Hawaiian Protocols

to welcome students and guests, and engage as an academic village from an indigenous NH base.

Mānai-a-Māui proposes the three goals of (1) Increase NH student enrollment through retention

efforts, (2) Increase NH student graduation (and transfer) rates, and (3) Move towards

indigenizing the institution’s culture by increasing faculty and staff participation in learning,

practices, and teaching that reflect NH culture, values, and traditions. Over 5 years, 13,500

students will participate in Ka‘ao experience, 45 faculty will participate in Pāmaomao, and 195

faculty will participate in Kīpaepae. This movement towards indigenizing campus will build

capacity to better serve NH students at the collaborative campuses.

Since 2011, the three cooperative partner institutions have seen drastic declines in enrollment

that mirror the nationwide trend— -33% at HCC, -18% at UHH, and -32% at UHMC. Despite

these declines, the percentage of NH students has increased at all three campuses to 45% at

HCC, 30% at UHH, and 35% at UHMC, all above Hawaii’s general population of 23%. While

the campuses have had success in enrolling NH students, Mānai-a-Māui addresses gaps in the

success of NH students at each campus in fall-to-fall retention, graduation, and transfer rates as

well as to improve these overall rates at the three cooperative ANNH institutions. The project

strives to sustain a movement towards indigenizing campuses through building faculty capacity.

Mānai-a-Māui addresses the Competitive Preference Priority: *Fostering Knowledge and*

*Promoting the Development of Skills that Prepare Students to be Informed, Thoughtful, and*

*Productive Individuals and Citizens*, by providing NH culture-based financial literacy

curriculum, Kahua Waiwai, to build personal financial understanding and responsibility.

**PR/Award # P031W190005**

**Title III Part A—Kelekaʻa Hoʻnaʻauao Grant Proposal**

**Abstract**

Kelekaʻa Hoʻnaʻauao grant proposal brings together the strengths of Kauaʻi Community College

and the University of Hawaiʻi West Oʻahu (UHWO) to significantly increase the number of

Native Hawaiian and Part-Hawaiian students persisting to degree attainment through a

combination of facilities upgrades, access to Distance Education bachelor degrees, and enhanced

student support. To ensure that effective Distance Education can take place, Kauaʻi CC will

acquire 21st Century technologies to build a state-of-the-art set of classrooms on their campus.

Then, UHWO will begin distance education courses leading to a bachelors in Humanities (with a

concentration in Hawaiian Studies), Business (concentration in Bus. Administration), or

Secondary Education (concentration in English). This dynamic partnership allows students,

especially those of Hawaiian ancestry, to earn a bachelors without the expensive endeavor of

relocating to Oʻahu or beyond.

**PR/Award # P031W190013**

**Project Abstract**

The Kapiolani Community College (the “College”) is partnering with the University of

Hawaii at Manoa (UHM) to develop a comprehensive educational pipeline through “Huliamahi:

Joining Together to Support Guided Pathways to Success.” This collaborative brings together the

major two-year and four-year campuses in the ten-campus University of Hawaii System to

maximize the greatest impact to Native Hawaiian students pursuing public higher education in

the State of Hawaii.1 This collaborative project embodies the spirit of the campus to *hulimahi*, to

“collaborate, join together in cooperation.” In support of the career exploration and lifelong

development of Native Hawaiian students, this project is rooted in *huli* (to seek, investigate, and

change) and *mahi* (strong and energetic).

This collaborative will directly benefit the growing population of Native Hawaiian

students actively recruited through ongoing campus efforts from Hawaiian language immersion

schools and other public high schools. **To this end, the Kapiolani-Manoa collaborative will**

**directly address ANNH program guidelines through one project activity “Strengthen**

**Academic and Student Support Services within a Robust Transfer Pipeline between**

**Kapiolani Community College and the University of Hawaii at Manoa.”**

The project activity will address mutually beneficial institutional strategic planning goals

and performance measures through two project objectives: **1) Strengthen Academic Affairs &**

**the Transfer Pipeline between Kapiolani and Mānoa by expanding transfer support**

**(including tutoring, academic, career, and cultural enrichment) for incoming NH transfer**

**students to UH Manoa through two for-credit Summer Bridge Programs**: the collaborative

will develop and implement pre-transfer support for potential NH transfer students to UH Mānoa

from Kapiolani CC through one summer bridge aimed at students who have completed fall and

spring semesters and one summer bridge for students in the summer prior to transfer. A

dedicated transfer counselor will support students, focusing advising and counseling on

completion, transfer, and financial literacy for college success, and **2) Improving and**

**expanding applied multi-disciplinary research and networking opportunities for Native**

**Hawaiian students, faculty, and staff**: the collaborative will expand and strengthen transfer

support through career mentoring and undergraduate research opportunities.

This project addresses the Competitive Preference Priority through a collaborative that

will “address supporting instruction in personal financial literacy, knowledge of markets and

economics, knowledge of higher education financing and repayment (e.g., college savings and

student loans), or other skills aimed at building personal financial understanding and

responsibility.” Specifically, the collaborative will improve student support services through

peer, academic, career, and financial literacy advising. Ultimately, the College seeks to close and

eliminate achievement gaps and better prepare Native Hawaiian students for productive

persistence to transfer and career opportunities.

1 The College is the largest two-year institution in the Honolulu urban area, serving 6,899 students in Fall 2018; of which 1,242 (18%) are Native Hawaiians. Native Hawaiian students have lower persistence (fall-to-fall), transfer and graduation rates in comparison with all students. UHM is the largest among the 10-campus system. In Fall 2018, it enrolled roughly 35% of the total headcount of the entire system, including 88% of the graduate students. Credit enrollment for Fall 2018 was 17,710 students. UHM serves more Native Hawaiian students than any other campus in the UH System reaching 2,626 individuals in 2018.

**PR/Award # P031W190008**

Title III Part A—Ke Ala ʻAnuʻu Grant Proposal

Abstract

Without diacritics

Leeward Community College (LCC) and the University of Hawaii West Oahu (UHWO) face

shared profound challenges in educating Native Hawaiian students, particularly those looking to

major in STEM majors. LCC and UHWO have partnered to expand and enhance the STEM

learning experiences and improve the educational outcomes of Native Hawaiians through this

collaborative and integrated “Ke Ala Anuu/The Path of Steps” project. This project endeavors to

increase: Native Hawaiian enrollment in and graduate with STEM-related fields, their fall-to-fall

retention rates at both campuses, the number and percentage of NH/PH matriculating into

STEM-related degree programs at UHWO, and the number and percentage of UHWO NH/PH

students who graduate on-time with a STEM-related degree.

Leeward Community College (LCC) and the University of Hawai‘i West O‘ahu (UHWO) face

shared profound challenges in educating Native Hawaiian students, particularly those looking to

major in STEM majors. LCC and UHWO have partnered to expand and enhance the STEM

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to increase: Native Hawaiian enrollment in and graduate with STEM-related fields, their fall-tofall

retention rates at both campuses, the number and percentage of NH/PH matriculating into

STEM-related degree programs at UHWO, and the number and percentage of UHWO NH/PH

students who graduate on-time with a STEM-related degree.

**PR/Award # P031W190009**

**Abstract**

**Strengthening Community College Partnerships, Peer Mentorship, and**

**Experiential Learning**

The overarching outcomes of this proposal are improved retention and graduation rates at

both Kapi`olani Community College (KCC, the partner institution) and the four-year Chaminade

University (CUH, the lead institution) via clear and articulable pathways from a two-year to a

four- year degree, a scholars program, shared faculty development initiatives, and enhancement

to learning spaces. In the main, the activities in this proposal speak to the importance of creating

institutional readiness for CUH to receive transfer students from KCC, and for CUH and KCC to

prepare students for persistence and completion at CUH. The successful partnership between

CUH and KCC will address common institutional problems and goals, and will help realize a

new group of largely first-generation, Pell-eligible, and minority students gain the full potential

of a quality education.

KCC and CUH will partner to create clear, program-to-program transfer articulation

agreements that makes it clear to students what they need to complete in order to earn their

associate’s and later bachelor’s degrees at each respective institution. Part of this partnership

includes a scholars program, the *Ka Hiki Mai* Scholars Program, that will offer structured

support for transfer students. The scholars program ensures that students are given multiple

opportunities to successfully experience a four-year institution, ensuring that they can realize

themselves in that type of institution. Financial literacy credentialing will be a requirement for

scholars in the program, and additional financial literacy workshops will be offered to potential

scholars and their families. Developing and strengthening the program-to-program articulation

pathways and the scholars program will provide a much needed roadmap for students. Students

will not need to guess how many credits they need to take at the receiving institution (CUH) nor

what they need to take at the sending institution (KCC), reducing time and debt to degree. The

pathway becomes paved, in essence, and students know how to follow the trail.

The development and use of active learning pedagogies, appropriate to different

audiences and modalities, is also key to student engagement and the development of skills that

are transferable to the workforce. CUH and KCC will engage in shared faculty development

initiatives that focus on active learning, culturally-sustaining pedagogies, and creating engaging

online courses. Additionally, we aim to create physical and virtual classroom spaces that

accommodate and elevate such pedagogies. Both institutions are poised to move to the next level

of student learning and provide 21st-century spaces for 21st-century learners.

Over the five years of the grant, our goal is to increase the fall-to-fall retention rate to

80% and the six-year graduation rate to 62% for CUH students, and to realize a 68% or higher

retention and 62% three-year graduation rate for KCC students in the scholars program.

**PR/Award # P031W190001**

**“Kūkalahale: Building an Indigenous-Serving Institution**

**through Professional Development”**

Alaska Native and Native Hawaiian (ANNH)-Serving Institutions Program

Part A Cooperative Development Grant

Honolulu Community College & Kapiʻolani Community College

10/1/2019 - 9/30/2024

Project Abstract

Honolulu Community College (HonCC) and Kapiolani Community College (KapCC)

propose a collaborative grant, named “Kukalahale: Building an Indigenous-Serving Institution

through Professional Development.” The overarching theme of this collaborative project is

indigenous education frameworks in professional development. The goals of this project are: 1)

To increase HonCC and KapCC’s capacity to implement indigenous education frameworks and

support student success on their campuses; and 2) To increase access to training on indigenous

education methodologies to other campuses in support of the University of Hawaii’s mission to

become a model indigenous-serving institution. Through the proposed goals and activities both

HonCC, who will serve as lead, and KapCC hope to build the capacity of their faculty, staff, and

administration to develop and sustain culturally appropriate and culturally relevant strategies that

kipaipai (encourage) current and future Native Hawaiian students.

**PR/Award # P031W190010**

**University of Hawai‘i, Hawai‘i Community College**

**Native Hawaiian-Serving Institutions Program, Title III Part A – CFDA 84.031W**

**Abstract**

**PROJECT OVERVIEW**

Hawai‘i Community College (Hawai‘i CC), a Native Hawaiian-Serving Institution, seeks a Title

III Part A Strengthening Institutions grant to implement and evaluate the proposed project—**Ulu**

**Kini**. Three activities are proposed: Activity 1. Expand Kauhale Distance Education Activity, 2.

Incorporate Haʻakūmalae Indigenizing Curriculum Model, and Activity 3. Improve Distance

Education Infrastructure.

Project goals include 1) Increase course completion and graduation rates of Native Hawaiian

students by expanding Kauhale Distance Education (DE), 2) Increase engagement and retention

rates of Native Hawaiian students through campus-wide participation in the Haʻakūmalae

Indigenizing Curriculum Model, 3) Increase enrollment of Native Hawaiian students by expanding

DE capabilities and support in rural areas, and 4) Reduce barriers to enrollment for DE students by

providing support services and access to financial empowerment videos. **This goal addresses the**

**Competitive Preference Priority.**

**EXPECTED PROJECT-END OUTCOMES**

**Activity 1:** \*At least 12 courses required for successful completion of the AA in Liberal Arts and

Hawaiian Studies will be developed for and offered in DE; \*At least 20 instructors will participate

in curriculum development or modification of DE courses; \*At least 20 faculty and staff will

participate in professional development; \*At least 75% of students enrolled in DE courses who work

with peer mentors will achieve a grade of C or better; \*The percentage of Native Hawaiian students

enrolled in DE courses in Hawaiian Studies will increase from 68 to 80; \* 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.

**Activity 2:** \*At least 90% of faculty and staff who participated in Haʻakūmalae activities will rate

training as effective and applicable to student success; \*At least 90% of faculty and staff who

participated 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 impacted by 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 were retained from Year 1 to Year 2 will increase from

50.3 to 60.

**Activity 3:** \*At least 20 classrooms will have new or upgraded DE infrastructure; \* Courses for

AA HWST delivered via DE will increase from 17 to 30; \*At least 75% of DE students will

access student support services and receive financial empowerment training; \*Post-tests will

demonstrate statistically significant increases in knowledge of financial literacy among DE

students; \*The number of full-time degree-seeking undergraduates enrolled at Hawai‘i CC will

increase from 1,157 to 1,200; \*The total number of Native Hawaiian students enrolled at Hawai‘i

CC and taking DE courses will increase from 75 to 125.

**DESCRIPTION OF INSTITUTION**

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. Hawai‘i CC is accredited by the

Accrediting Commission for Community and Junior Colleges, Western Association of Schools

and Colleges, an institutional accrediting body recognized by the Council for Higher Education

Accreditation and the U.S. Department of Education.

**PR/Award # P031R190002**

**Abstract**

Iḷisaġvik College, Alaska’s only tribal college located in Utqiaġvik (formerly Barrow), proposes a project entitled *Improving Student Engagement and Graduation and Retention Rates at Iḷisaġvik* *College by Increasing Capacity*. Utqiaġvik is one of eight rural Iñupiaq (Alaska Native) villages on the North Slope of Alaska. This project will engage in two key activities to build capacity at Iḷisaġvik within the college library, Tuzzy Consortium Library, and the Student Success Center.

As part of this project, Iḷisaġvik College will build capacity by hiring additional positions at Tuzzy Consortium Library and the Student Success Center. These positions will help facilitate college readiness in prospective, incoming, and current students; assist with data tracking and analysis in the Student Success Center; and provide library services to students and full-time faculty at Iḷisaġvik College. The College also proposes to purchase new library materials in order to augment the number of resources available to students and faculty. These activities will be accomplished through a series of objectives with the intent of leading to short-, mid-, and long term outcomes such as increasing the course completion rate at Iḷisaġvik College (short-term), improving the retention rate (mid-term), and increasing the graduation rate (long-term). The activities are also structured towards reducing the achievement gap between tribal and nontribal students, as well as reducing the resource gap between tribal and non-tribal colleges. The Project Director is the Director of Tuzzy Consortium Library at Iḷisaġvik College, and key personnel include the Dean of Students and Dean of Academic Affairs. Iḷisaġvik College is requesting $375,000 per year for two years to complete this project.

# Alaska Native and Native Hawaiian-Serving Institutions Program

# Part F

# FY 2019 Project Abstracts

**PR/Award # P031R190001**

**TITLE III UAS KETCHIKAN PROJECT ABSTRACT**

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UAS Ketchikan Maritime Simulator Project - $628,000 over two years.

**Increase the number of Alaska Natives and rural Alaskans who enroll and**

**complete UAS Ketchikan maritime training courses by upgrading to a Class**

**A Full Mission Bridge Simulator and install a Full Mission Engine Room**

**Simulator to meet the regional maritime industry workforce needs.**

**Objective 1:** Upgrade technology to meet the industry standards for

workforce training programs, specifically the Marine Transportation by upgrading

the current marine bridge simulator to a Class A Full Mission Bridge Simulator to

meet industry training standards.

Purchase and install a Full Mission Engine Room Simulator for the Marine

Engines/ Maritime Multi-Skilled Worker program to meet the industry standards

for workforce training programs. This will include the purchase of state-of-the-art

training simulators based on industry standards.

Training for faculty and IT staff to use and maintain the simulator is

included in this request.

**PR/Award # P031V190005**

**Abstract**

**Strengthening Financial Literacy, Experiential Learning, and Career Skills**

This proposal is an effort to build a sixth core competency of financial literacy and to

expand our ability to offer experiential learning in the form of internships for our students. These

are evidence-based ways to increase student retention and graduation rates. Over the two years of

the grant, our goal is to increase the fall-to-fall retention rate to 80% and the six-year graduation

rate to 59%.

At present, Chaminade students are expected to master five academic core competencies:

written and oral communication, critical thinking, information literacy, and quantitative

reasoning. Our experience with a financially vulnerable population speaks to the need to build

and incorporate a sixth competency, financial literacy. Therefore, we propose to expand

academic supports to develop a financial literacy curriculum and a credentialing (badging)

system that will allow students to earn a financial literacy competency badge and will further

allow the institution to create a badging system that can be used institution-wide.

Chaminade also aims to develop a financial support system for students who must choose

between paid work unrelated to their academic programs and unpaid internships directly related

to their programs of study. Research is clear that participation in internships is a high-impact

practice with positive results in terms of student retention, graduation, and post-graduate purpose

and success. In the current competitive job market, internships can be the marker that sets

students apart, both because of the experience and because of the tangible skills earned during an

internship. Chaminade will hire an Internship Coordinator to create and catalog opportunities and

create criteria that students must meet in order to be eligible for internship stipends. Chaminade

intends to leverage the experiences and hopeful success of this process to build capacity and the

lasting infrastructure needed to support these internships beyond the grant period.

**PR/Award # P031V190004**

**ED Abstract: ʻIke Pili ʻOihana (Professional Knowledge) Project**

UHMC proposes to use grant funds to improve physical space to create a collaborative learning

space to offer new professional development opportunities to its faculty and staff. With this

additional training, faculty/staff will improve communications and enhance connections with

students who they serve using a student development model using indigenous education or

storytelling called Ka‘ao. Additionally, UHMC proposes to train faculty/staff to explore impacts

of poverty on its students, and will offer training to STEM faculty to improve their practices

regarding teaching and student learning to increase retention and course completions of Native

Hawaiians in STEM. UHMC will create improved mindsets and better informed employees who

will understand equity, be able to take action on students’ behalf, and be part of a shared

*kuleana*, or responsibility in taking action to increase retention and success of NH students.

**Activity One** will be implemented to increase professional development opportunities to (100)

new, current faculty and staff using the Ka‘ao Native Hawaiian Student Success Pathway

framework successfully piloted with UHMC’s new students in an effort to build the capacity of

the College to better serve NH students. Ka‘ao Student Development Model, which improves

upon Tinto’s Model of Institutional Departure as well as is based on research showing the

importance of belonging, purpose, and culturally alignment. UHMC proposes to orient

employees at UHMC to an indigenous way of understanding using this framework by

articulating students’ transformational experiences to improve connections and increase success.

In Activity One and Two, participants will also learn how to access *MySuccess* to raise flags to

alert staff to connect students to resources that can help them to mitigate barriers. UHMC will

also provide training for (10) Ka‘ao coaches to serve as campus experts for educating faculty and

staff on student development using an indigenous perspective.

**Activity Two** will be implemented to increase professional development scope and will focus on

poverty training for (100) STEM faculty, faculty and staff to better understand it, mitigate its

effects, and learn strategies for helping NH UHMC students living in poverty. The intensive two day

Beegle Poverty Institute is about gaining Poverty Competency. Poverty competency is

having a comprehensive understanding of poverty and the skills to effectively eradicate its

impacts on learning. It is knowing the history and structural causes of poverty that ensure that

faculty are operating from facts, not stereotypes. UHMC will also want to provide training for

(10) poverty coaches to serve as campus experts for educating faculty and staff who want to

promote financial literacy skills of students living in poverty.

**Activity Three** will focus on offering professional development in Virtual Peer Learning Groups

(VPLG) for (4) STEM faculty and lecturers so that instructors would raise their awareness of and

make changes in teaching practices that would better address disadvantaged NH students.

Faculty Guild (FG) will be contracted to provide a virtual platform that was adapted from Gail

Mellow’s book (2015), *Taking College Teaching Seriously: Pedagogy Matters! Fostering*

*Student Success through Faculty-Centered Practice Improvement*. A trained VPLG facilitator

will guide peer learning group members through an iterative cycle to reflect on their teaching

choices through facilitated discussions as well as peer, facilitator, and student feedback that

informs deliberate next actions in the classroom to improve student success.

**PR/Award # P031V190006**

**Abstract**

**Project Title: He Pōʻai Loliō: Innovative Learning Environments and**

**Workforce Development**

With funding assistance from the Department of Education UHWO proposes a $800,000

project to renovate two new innovative spaces to create classrooms and specialized learning

spaces that support student success and strengthen a “Hawaiian Place of Learning” that advances

inclusive and collaborative learning.

Designated as an eligible institution under Title III programs for 2019, the University of

Hawai‘i-West O‘ahu (UHWO) is located on the Leeward coast of O‘ahu, the fastest growing

region in the state. As depicted in the project narrative, UHWO focuses recruitment on a region

saturated with high-need students based on per capita/median income, educational attainment,

and below-poverty-level rates.

In 2012, UHWO was relocated to its new campus in Kapolei making it the most

accessible four-year college to the area’s population in its target region which includes the

highest concentration of Native Hawaiians in the state. As our commitment to the region

continues, significant expansion is still required to meet the growing education and service-oriented

demands of our Native Hawaiian and underserved students who will return to their

communities to meet the workforce needs.

This project focuses on renovating two spaces to enhance workforce skills of our students

and enhance career pathways that prepare students for 21st employment. One renovation project

will facilitate upgrades to an existing classroom to incorporate aspects of design thinking that

utilizes some of the latest instructional technologies to facilitate data science, finance, applied

mathematics, IT, and accounting teaching and learning. The second renovation will focus on a

specialized learning space focused on student professional leadership and career development

that enables students to dynamically interact in real time to support creativity, leadership,

innovation, and career readiness. Both renovated spaces will incorporate pedagogical principles

that inspire “real” work and “real” learning (e.g. constructivist theory—Native Hawaiian value of

*ma ka hana ka ‘ike* -learn by doing).

The He Pōʻai Loliō project will address student success initiatives focused on increasing

retention and graduation rates of Native Hawaiian students and other underrepresented students

with an emphasis on workforce development skills needed for the local and national economy.

The proposed project objectives and activities align with the strategic priorities of the Workforce

Innovation and Opportunity Act (2014) and focus on academic and career pathways that promote

the development of skills to prepare students for employment, innovation, and entrepreneurship.

He Pōʻai Loliō proposal aligns and incorporates the Title III Competitive Preference Priority:

*Fostering Knowledge and Promoting the Development of Skills that Prepare Students to be*

*Informed, Thoughtful, and Productive Individuals and Citizens* and supports activities that

improve student academic performance and preparation for employment, responsible citizenship,

and fulfilling lives. The project will accomplish these goals by enhancing learning environments

and curriculum and by focusing on developing applied skills needed for career outcomes which

include leadership, critical-thinking, and problem-solving.

**PR/Award # P031V190007**

**University of Hawai‘i, Hawai‘i Community College**

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

**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 Nāʻū**. Two activities are

proposed: (1) Enhancing the Piko, and (2) Bridging Academia with Hawai‘i Protocols

Project goals include: 1) Increase enrollment of Native Hawaiian students by offering

opportunities for place-based, service-learning activities that increase understanding of the

cultural significance of Pālamanui, 2) Increase engagement and retention rates of Native

Hawaiian students through campus-wide participation in Haʻakūmalae activities at Hawai‘i CC –

Pālamanui, and 3) Increase graduation rates of Native Hawaiian students by improving learning

environments at the Hawai‘i CC – Pālamanui campus.

**EXPECTED PROJECT-END OUTCOMES**

● The Kauhale will be engaged in four (4) information gathering sessions to provide input into

future design of the future Piko Hale structure.

● Site improvements to Hawaii CC - Pālamanui campus—including utilities, shade areas,

benches, outdoor lighting, stages and outdoor seating and signage—will be installed at the

Piko.

● As a result of student, faculty, staff and community input, a schematic design and

architectural renderings of the future Piko Hale structure will be complete.

● 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 four (4) faculty and/or staff will participate in an exchange with another indigenous

serving institutions.

● At least two (2) place-based Wahi Pana activities for faculty, staff and students will be held.

● 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**

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 Hawaii system. Hawai‘i CC is accredited by the

Accrediting Commission for Community and Junior Colleges, Western Association of Schools

and Colleges, an institutional accrediting body recognized by the Council for Higher Education

Accreditation and the U.S. Department of Education

**PR/Award # P031V190008**

**Project Abstract**

***Huliamahi - Joining Together to Support Guided Pathways to Success***

The University of Hawaii – Kapiolani Community College (Kapiolani CC, the “College”)

is the largest two-year institution in the Honolulu urban area, currently serving 6,899 students in

spring 2019; of which 1,242 (18%) are Native Hawaiians. Native Hawaiian students have lower

persistence (fall-to-fall), transfer and graduation rates in comparison with all students. The

College’s project embodies the spirit of the campus to *hulimahi*, to “collaborate, join together in

cooperation.” In support of the career exploration and lifelong development of Native Hawaiian

students, this project is rooted in *huli* (to seek, investigate, and change) and *mahi* (strong and

energetic).

Kapiolani CC’s project will directly benefit its growing population of Native Hawaiian

students actively recruited through ongoing campus efforts from Hawaiian language immersion

schools and other public high schools. Currently, 48 percent of whom are pursuing associate

degrees in Liberal Arts (498), Natural Sciences (63) and Hawaiian Studies (32). CTE majors

make up the second largest group with 19.6 percent of all Native Hawaiian Students (248). To

this end, **Kapiolani Community College will directly address ANNH program guidelines**

**through one project activity - “Strengthen Academic and Student Support Services within**

**Guided Degree Pathways to improve Native Hawaiian student re-enrollment toward degree**

**completion and transfer to a four-year campus.”** The project will provide highly structured

pathways for students to advance from basic skills to an associate degree and/or transfer.

The activity will address institutional strategic planning goals and performance measures

through one project objective: **to increase the capacity of instructional faculty, counselors**

**and Native Hawaiian student support personnel working together in a community of**

**practice, selecting 20 participants in year one and 20 participants in year two, to develop**

**collaborative academic and student support strategies to improve Native Hawaiian reenrollment,**

**degree completion and transfer**.

This project addresses the Competitive Preference Priority through a project designed to

establish a Community of Practice reinforced through ongoing professional development that

will “address supporting instruction in personal financial literacy, knowledge of markets and

economics, knowledge of higher education financing and repayment (e.g., college savings and

student loans), or other skills aimed at building personal financial understanding and

responsibility.” The College will improve student support services through professional

development of current faculty, counselors, and staff to fortify its academic pathways, access to

financial aid, career exploration and professional development for Native Hawaiian students.

Ultimately, the College seeks to close and eliminate achievement gaps and better prepare Native

Hawaiian students for productive persistence to transfer and career opportunities.