



**U.S. Department of Education  
Annual Grant Performance Report (ED 524B)  
Project Status Chart**

**PR/Award # :V259A130003-16**

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See instructions. Use as many pages as necessary.)

*Native Hawaiian Career and Technical Education Program – ALU LIKE, Inc. - Kapiolani Community College*

**1. Project Objective**  Check if this is a status update for the previous budget period. **This objective is for the Annual Performance Report for Kapiolani Community College: The number of Native Hawaiian students served.**

**Reporting Period – September 1, 2016 through July 21, 2017**

1. Performance Measure	Measure Type	Quantitative Data					
The number of Native Hawaiian students served per year.	Program	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		75			75		

**Explanation of Progress (Include Qualitative Data and Data Collection Information):**

**1) During the reporting period, describe recruitment methodologies for targeting Native Hawaiian students and those who have yet to enter a formal CTE program. Include marketing strategies used for recruitment purposes, activities used to recruit students, and examples of the most successful recruitment activities.**

Recruitment strategies for PY16 were verbal referrals by current or former Kūlia students; referrals by the Kapooloku Program for Native Hawaiian Student Success, CTE departments and other campus support programs; new admit lists from CTE departments, New Student Orientation presentations, the Native Hawaiian Student Affairs electronic newsletter, social

networking sites Facebook and Instagram, and our program page on the KCC website. New this year were two information sessions.

**2) Describe whether or not the project is on pace to meet the targeted raw number above for the current program year. Elaborate upon whether the target number is set at a level that allows the project to provide ample services to all students in the project.**

No, the project is not on pace to meet the targeted number. Total enrollment at KCC has declined, as has Native Hawaiian student enrollment. The last and only time we hit the target was in PY14 so I would support adjusting the target number somewhere between 65 and 70.

**3) Focusing strictly on students majoring in CTE programs, provide examples of how the project is working with counselors and CTE departments on campus to identify and engage new Hawaiian students in the program.**

Kūlia works closely with the Kapo'oloku Counselor on a referral program, whereby Kapo'oloku forwards Native Hawaiian pre-CTE students to Kūlia after the student has completed a college level English and Math course. The project continues to work with the CTE counselors every semester to get a list of new admits and contact those that self-identify Native Hawaiian. Kūlia also sends the electronic newsletter to all KCC counselors, including those in the CTE programs. The Coordinator also makes an announcement at the monthly CAAC (Counseling & Academic Advisor Council) meetings.

**4) Provide examples of recruitment recommendations in the PY15 external evaluation report and discuss how the project is using these recommendations to plan for and improve recruitment in the next program year. (Summarize the recommendations before providing the examples.)**

The PY15 external evaluation stated that the Evaluation Team would like to see a high number of pre-CTE students, which could target students during the critical period of retention but also reduce the high numbers of annual recruits needed to meet this enrollment goal.

The project Coordinator is aware of this desire and proceeds cautiously since it is common practice for many students to change their major multiple times before earning acceptance to a competitive field such as KCC's CTE majors. We will continue to recruit and work with pre-CTE students but only after they've taken a college level English and Math and/or been referred by the Kapo'oloku Program for Native Hawaiian Student Success.



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**2. Project Objective**     Check if this is a status update for the previous budget period.

**This objective is for the Annual Performance Report for Kapiolani Community College: The number of Native Hawaiian students who pass general education courses.**

**Reporting Period – September 1, 2016 through July 21, 2017**



2.	 <b>Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>					
			<b>Target</b>			<b>Actual Performance Data</b>		
	Native Hawaiian students who passed all general education courses with a grade of C or better.	<b>GPRA</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
				<b>65/75</b>	<b>87</b>		<b>36/43</b>	<b>84</b>

**Explanation of Progress (Include Qualitative Data and Data Collection Information):**

**1) During the reporting period, describe instructional and support activities that impacted general education grades outcomes. Indicate methods that the project used to identify and engage students who were at-risk for not passing their general education classes.**

Project students have a mandatory advising requirement, where they meet one-on-one with the Project Coordinator/Counselor and discuss academic progress amongst other things. Kūlia's peer mentor was available to assist students with mentoring and tutoring. Some of the pre-CTE students utilized the Mid-Term Progress Report (MTPR).

**2) If the targeted percentage was not met, describe why the project was not able to meet the benchmark and the steps being taken to meet the target in subsequent reporting periods.**

The project will continue to ask pre-CTE students to complete the MTPR and check on academic progress for all students during mandatory advising sessions.

**3) If the targeted percentage was met, provide several examples of favorable developments that have permitted the project to meet or exceed the targeted projection for the general education outcome.**

N/A

**4) Provide examples of general education recommendations in the PY15 external evaluation report and discuss how the project is using these recommendations to plan for and improve general education outcomes in the future. (Summarize the recommendations before providing the examples.)**

No direct recommendations were cited. However, the evaluator stated that mentoring/tutoring is a challenge across all the NHCTEP programs and he suggests program-wide strategies and conference call discussions with all program to help improve delivery of these types of activities. This in turn may help with this specific program measure.

**5) Indicate what data were collected, when it was collected, and the source of the data that was used to calculate the actual performance measure. Identify any departments within the college that aided the program with data collection and/or analysis and how this collaboration was beneficial to the project.**

The STAR system was used in December 2016 and May 2017 to print all students' Fall 2016 and Spring 2017 grades. No other departments at KCC aided in the data collection process.

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**3. Project Objective**     Check if this is a status update for the previous budget period.

**This objective is for the Annual Performance Report for Kapiolani Community College: The number of Native Hawaiian students who pass vocational education courses.**

**Reporting Period – September 1, 2016 through July 21, 2017**

3. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Native Hawaiian students who passed all vocational education courses with a grade of C or better.	<b>GPRA</b>		<b>70/75</b>	<b>93</b>		<b>98/102</b>	<b>96</b>

**Explanation of Progress (Include Qualitative Data and Data Collection Information):**

**1) During the reporting period, describe instructional and support activities that impacted vocational education grades outcomes. Indicate methods that the project used to identify and engage students who were at-risk for not passing their vocational education classes.**



The Kūlia Coordinator/Counselor checks in with all students during the required advising session to ensure students are succeeding in and out of the classroom. Referrals are made as needed and project participants are reminded to connect with their departmental academic advisor for such issues.

**2) If the targeted percentage was not met, describe why the project was not able to meet the target and the steps being taken to meet the target in subsequent reporting periods.**

N/A

**3) If the targeted percentage was met, provide several examples of favorable developments that have permitted the project to meet or exceed the targeted projection for the vocational education benchmark.**

As mentioned earlier, project students have mandatory advising, where they meet one-on-one with the Project Coordinator/Counselor to discuss a multitude of things, including academic progress. The Coordinator also shares the seven performance measures at the Project Orientation so the students are made aware of their kuleana and that their status in the classroom is closely monitored and reported. Lastly, the CTE programs are highly competitive and above average outcomes are expected. The prerequisite coursework, combined with admissions testing and interviewing, yields the best of the best. Weeding out of unprepared students happens at the front door, so logically success will be quite high on the back end.

**4) Provide examples of vocational education recommendations in the PY15 external evaluation report and discuss how the project is using these recommendations to plan for and improve vocational education outcomes in the future. (Summarize the recommendations before providing the examples)**

None were given.

**5) Indicate what data were collected, when it was collected, and the source of the data that was used to calculate the actual performance measure. Identify any departments within the college that aided the program with data collection and/or analysis and how this collaboration was beneficial to the project.**

The STAR system was used in December 2016 and May 2017 to print all students' Fall 2016 and Spring 2017 grades. No other departments at KCC aided in the data collection process.

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**4. Project Objective**     Check if this is a status update for the previous budget period.

**This objective is for the Annual Performance Report for Kapiolani Community College: The number of Native Hawaiian students who continue in the following semester.**

**Reporting Period – September 1, 2016 through July 21, 2017**



4. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Eligible Native Hawaiian students who continued in the program from Fall 2016 to Spring 2017.	GPRA	Raw Number	Ratio	%	Raw Number	Ratio	%
			62/75	83		33/37	89

**Explanation of Progress (Include Qualitative Data and Data Collection Information):**

**1) During the reporting period, describe retention strategies implemented by the program to increase the percentage of eligible students that persist in the program. Include strategies used to retain students and examples of the project’s most successful retention activities.**



The mandatory advising session is a great tool to check on students' overall well-being and Kūlia provides direct support as well as referrals to other support programs. Kūlia also provides financial support for experiential training, required program supplies & equipment, unpaid clinical/internship/practicum, and licensure, and assistance on how to secure additional funding.

**2) If the targeted rate of students who continued from Fall 2016 to Spring 2017 was achieved, describe favorable developments that have permitted the project to meet or exceed the target. If the target percentage was not met, describe initiatives that the program will implement to achieve the target in the future.**

The target was achieved by developing an open and trusting relationship with each and every Kūlia participant, whereby the services and referrals listed above were shared and utilized so that students maximize their opportunities for success.

**3) Provide examples of retention recommendations in the PY15 external evaluation report and discuss how the project is using these recommendations to plan for and improve retention outcomes. (Summarize the recommendations before providing the examples.)**

None were given.

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**5. Project Objective**     Check if this is a status update for the previous budget period.

**This objective is for the Annual Performance Report for Kapiolani Community College: The number of Native Hawaiian students who successfully completed a service learning, work experience, co-op, or internship.**

**Reporting Period – September 1, 2016 through July 21, 2017**

5. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Native Hawaiian students who successfully completed a service learning, work experience, co-op, or internship.	Program						
			38/40	95		64/66	97

**Explanation of Progress (Include Qualitative Data and Data Collection Information):**

**1) During the reporting period, describe the practice experience preparation and implementation activities. Utilize data from the Practice Experience Report to explain placements, majors, types of businesses, hours in experience, administrative oversight and how students earned credit for the experience.**

The project does not prepare and implement the practice experience activities. KCC’s CTE departments are tasked with that responsibility, including the required number of hours, site, and classroom instructor. The Practice Experience report for Fall 2016 lists 23 project students who participated in an internship/clinical while there were 29 in Spring and 8 now in Summer.

All but 14 are in the Health Sciences field. Clinicals in the health field are demanding because the requirements include, but are not limited to: providing safe care that is also family and relationship-centered; practicing within the legal scope of practice and in accordance with the applicable code of ethics; being aware of evidence available to support health care practices; administering care that is culturally and age/developmentally appropriate.

**2) If the target percentage or denominator was not met, describe what prevented the project from meeting the target and the steps being taken to meet the target by the end of the program year.**

N/A

**3) Explain in detail how the project is working with CTE faculty to identify and place students in rigorous internship opportunities.**

KCC's CTE departments spend quality time and energy establishing and fostering business relationships within their respective industries to create valuable opportunities for students to learn practical skills and on-the-job training. Kūlia supports project participants while in a clinical by providing a stipend, performing a post evaluation, and advising them that every day on site is a daily job interview that may lead to future career opportunities. Soft skills such as punctuality, clear and concise written and oral communication, and team work are just as valuable as the hard skills. Kūlia expects that our graduates will return the favor once they are full-time employees in their field and pay it forward to future Native Hawaiian students.

**4) Provide several examples of internship recommendations from the PY15 external evaluation report and discuss how the project is using these recommendations to plan for and enhance the depth of experience. (Summarize the recommendations before providing the examples.)**

None were given. Instead, a compliment was made that data collected through student interviews and internship evaluation surveys support a solid delivery of internship activities and students voiced a high level of satisfaction with program staff and services delivered. A reminder statement was also included, saying Kūlia only provides ancillary support for student internship activities with KCC departments handling the recruitment and placement process.

**5) Discuss the project's approach to cultivating new internship sites, the number and names of new partnerships gained during the reporting period, and how the project is utilizing these new partnerships.**

The project does not spend a great amount of time cultivating new internship sites because the relationships and execution of

the internship comes from the CTE departments. If need be, the project's staff will use their own business and personal relationships to supplement the well-established connections made by the CTE offices.

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**6. Project Objective**     Check if this is a status update for the previous budget period.

**This objective is for the Annual Performance Report for Kapiolani Community College: The number of Native Hawaiian students who receive a diploma, industry certification, certificate or degree.**

**Reporting Period – September 1, 2016 through July 2017**



6. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Native Hawaiian students who receive a diploma, industry certification, certificate or degree.	GPRA	Raw Number	Ratio	%	Raw Number	Ratio	%
					32/32	100	

**Explanation of Progress (Include Qualitative Data and Data Collection Information):**

1) During the reporting period, discuss activities that the project implemented to ensure that degrees/certificates were achieved.

Mandatory advising became a requirement in Fall 2015 and it continued through the Spring 2017 term. During the session, students are asked if they regularly see their academic advisor and if they have a graduation pathway established so they know what classes to register for in order to timely progress toward certificate/degree completion. All the students were in compliance and knew what semester they would be graduating.

Frankly, almost all of the CTE fields have a prescribed curriculum pathway, and students go through the program as a cohort.

**2) If the targeted number was not met, describe why the project was unable to meet the target, whether the project is on pace to achieve the target by the end of the program year, and the steps being taken to meet the target in subsequent reporting periods. If the target has been met or exceeded, describe any favorable developments that have permitted the project to meet or exceed the graduation number earlier than expected.**

As described above, most of the CTE majors have a prescribed pathway and students complete the degree in a timely fashion. The CTE departments are structured in a way that gets students on the pathway and continuously moving toward graduation. High expectations from the CTE fields as well as our mandatory advising and financial support keep students on track and focused.

**3) Explain how the project is providing support to students to acquire industry certifications in their particular CTE field.**

Mandatory advising and various forms of financial support.

**4) Provide examples of certificate/degree completion recommendations from the PY15 external evaluation report and discuss how the project is using these recommendations to plan for and improve graduation numbers in the future. (Summarize the recommendations before providing the examples)**

None were given.

**5) Discuss how the project intends on increasing the percentage of CTE degrees/certificates relative to the current target.**

Kūlia will continue to collaborate with various programs on campus to try and affect positive change for Native Hawaiians at KCC. Kūlia staff are involved with outreach & recruitment, First Year Experience and New Student Orientation, advocacy and equity for Native Hawaiians, regular collaboration meetings with other Native Hawaiian serving programs, the campus Student

Success Council, Lunalilo Scholars, Kalāualani (KCC’s Native Hawaiian Council), and Ho’opuka (graduation and commencement) activities. Hopefully, involvement in all these areas will impact the status of Native Hawaiians on campus and therefore graduation and completion rates.

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**7. Project Objective**  Check if this is a status update for the previous budget period. This objective is for the Annual Performance Report for Kapiolani Community College: The number of Native Hawaiian students who continue in further education, advanced training, military, or employment in high skill, high wage, and high demand occupations or in current or emerging occupations.



**Reporting Period – September 1, 2016 through 21, July 2017**

7. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Native Hawaiian students continuing in further education, advanced training, military, or employment in high skill, high wage, and high demand occupations or in current or emerging occupations.	GPRA	Raw Number	Ratio	%	Raw Number	Ratio	%
					30/32	94	

**Explanation of Progress (Include Qualitative Data and Data Collection Information):**

**1) During the reporting period, discuss the project’s career/job placement support activities and strategies for placing students in further education or employment after graduation.**

Kūlia continued to partner with Dusty Bailey, the Coordinator of KCC’s Employment Prep Center, to host job readiness workshops. Project participants were required to attend 2 out of 5 of the workshops each Fall and Spring terms. We also

required Fall 2016 and Spring 2017 graduates to participate in a mock interview. Students also had to speak with the Coordinator/Counselor during mandatory advising sessions and career plans were completed.

**2) If the target percentage was not met, describe why the project was unable to meet the target and the steps being taken to meet the target in subsequent reporting periods.**

Of the 27 students who had 3 month follow-ups, 18 are employed or in further education. 6 did not respond to us and 3 are unemployed. Of the 12 who had 6 month follow-ups, 9 are employed or pursuing more schooling and training while the other 3 did not respond. Of course those that did not respond may be employed or in school but we have no way of confirming.

**3) Describe the project's process for tracking placement outcomes for students who have graduated.**

The project calls students to get their 3 and 6 month follow-ups and their responses are officially recorded on a tracking sheet, which is then stored in their file and reported on the SIP.

**4) Describe any favorable developments that have helped the project to meet or exceed the further education/employment measure. This could include new partnerships with private businesses or other educational institutions.**

Conducting mock interviews of graduating students has resulted in positive results for the students that participated. We have no way of determining if that was the sole reason a student landed a job, but the students have shared verbally with us that the process was very helpful and this has been extremely satisfying and exciting for us.

**5) Provide examples of post-graduation recommendations from the PY15 external evaluation report and discuss how the project is using these recommendations to plan for and improve the placement rate in the future. (Summarize the recommendations before providing the examples.)**

The Evaluation Team encourages the program to continue rigorous follow-up and to discuss whether additional services to students struggling after graduation can be added to the current service array and perhaps extend the formal enrollment period of students for an additional 6 months after graduation.



There was also a compliment that said the program is to be commended for reporting complete data for this outcome, with an 82%, 6-month success rate and interim progress showed positive progress toward further improvement. Given this compliment, the project does **not** believe additional services needs to be added to the current array for an additional 6 months after graduation.