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## A. NEED FOR PROJECT

### (i) Magnitude of the need for the services to be provided

Despite the fact that 90% of the fastest-growing jobs in the US economy require a college degree<sup>i</sup> and despite the national focus on STEM learning to prepare students for a more technological future, less than 3 out of 10 Native Hawaiian high school graduates go on to pursue a 4-year degree at institutions of higher education in Hawai'i and in the nation.<sup>ii</sup> Of those that do enroll, far fewer (less than 8 out of 100) choose to pursue a STEM degree. In addition, Native Hawaiian students are less likely to complete their first year of college and have the lowest first year retention rate among all major ethnic groups at the University of Hawai'i at Mānoa (UHM): more than 3 out of 10 Native Hawaiian students will drop-out of college in the first year.<sup>iii</sup> For those Native Hawaiian students who do make it past the first year of college, less than half graduate in 6 years, compared to 61% of their peers and less than a quarter graduate in 4 years, compared to nearly 40% of their peers.<sup>iv</sup> This data represents both a challenge and an opportunity for UHM: to increase the number of Native Hawaiian students to enter and complete baccalaureate degree programs—particularly in STEM— not only at UHM but at other institutions of higher education.

*Table 1. Enrollment, Retention and Graduation Rates of Native Hawaiian Students (UH System)*

	All Undergraduate Students	All Graduate Students	% Hawaiian Undergraduate	% Hawaiian Graduate
UH System (10 campuses)				
Enrollment	44,468	5,413	25	7.5
STEM Majors	7,473	1,093	15	8.0
1st Year Retention Rate %	83	-	69	-
4-Year Graduation Rate %	37	-	22	-
6-Year Graduation Rate %	61	-	37	-

*Source: University of Hawai'i Institutional Research Office, 2019*

There are a number of demographic and educational challenges facing students from a number of predominantly Native Hawaiian schools in Hawai'i that limit their

enrollment and success in college. When compared to other schools in Hawai'i, many of these schools have considerably higher proportions of low-income students, significantly higher rates of chronic absenteeism (nearly twice the state average), and much lower rates of proficiency in reading, math, and science as assessed on standardized tests. For example, the most recent data indicate that over half of target school students were ***not*** proficient in English, and about 8 out of 10 students were ***not*** proficient in science nor mathematics. Table 2 below highlights the challenges faced by ten of the schools that will be served by this project, which are located on six islands: ***O`ahu*** (Ānuenuē, Castle, Kailua, Nānākuli, Wai`anae), ***Hawai`i*** (Hilo), ***Kaua`i*** (Waimea), ***Lana`i*** (Lana`i), ***Moloka`i*** (Moloka`i), and ***Maui*** (Hana).

Table 2. Academic Challenges of Students in Select Target Schools (%)

	Native Hawaiian	Free/Red Lunch	SPED	Chronic Absenteeism	% <b><i>Not</i></b> Proficient		
					Math	LA	Sci
State DOE	25%	49%	10%	15%	70%	41%	65%
<b>Target High Schools</b>							
Ānuenuē	84	66	5	22	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Castle	49	39	18	29	66	32	70
Kailua	50	46	16	24	73	37	52
Nānākuli	72	CEP	19	38	70	63	91
Wai`anae	65	CEP	16	39	97	85	76
Hilo	48	53	17	22	69	40	74
Hana	78	CEP	14	15	95	60	89
Lana`i	16	CEP	14	35	97	36	<i>n/a</i>
Molokai	81	CEP	16	21	84	62	88
Waimea	44	49	12	24	77	55	87
<b>Target School Average</b>	<b>59%</b>	<b>75%</b>	<b>15%</b>	<b>27%</b>	<b>81%</b>	<b>52%</b>	<b>78%</b>
<b>Difference (State/Target School)</b>	<b>↑ 34%</b>	<b>↑ 26%</b>	<b>↑ 5%</b>	<b>↑ 12%</b>	<b>↑ 11%</b>	<b>↑ 11%</b>	<b>↑ 13%</b>

Source: Hawai'i Department of Education, School Status and Improvement and ESSA Reports, Fall 2019; CEP=Community Eligible Provision, which means 100% of the student population participates in F/RL; *n/a*= data not available; LA=Language Arts

College readiness statistics are even worse for students in these schools. Compared to their peers, target school students have considerably lower ACT scores, lower college-going rates, and considerably lower first-year retention rates.

Table 3. College Readiness Profiles of Target High Schools, Class of 2017

Target School	Number Graduates	College Board ACT(E/M/S)*	College-Going Rate (4-yr)	College Persistence Rate*
<b>State Average</b>	11,370	41%/22%/17%	33%	78%
Ānuenuē	14	n/a	29	n/a
Castle	287	32/20/14	18	73
Kailua	170	37/11/9	23	70
Nānākuli	130	17/5/3	24	57
Wai'anae	387	15/6/4	16	62
Hilo	250	32/15/10	26	67
Hana	17	14/0/0	47	36
Lana`i	40	34/6/9	28	77
Molokai	82	24/7/3	38	75
Waimea	135	20/11/5	17	76
<b>Target Average</b>	1,512 (total)	25/ 9 / 6	27%	66%
<b>Difference</b>	-	<b>↓16%/13%/11%</b>	<b>↓ 5%</b>	<b>↓ 12%</b>

Source: Hawai'i P-20 Partnerships for Education, College and Career Readiness Indicators Reports, 2018; \*Percent of high school students taking the ACT that received college ready scores \*\*Percent of high school completers who enrolled in college during the first fall after high school who also enrolled in college during the second fall; n/a=data not available

**(ii) Nature and magnitude of weaknesses to be addressed by project**

Table 4 below summarizes the nature and magnitude of the needs above and briefly specifies how the proposed project will address these needs. A thorough description of the services to be provided to address the needs is contained in subsequent sections.

Table 4. Nature and Magnitude of Weaknesses Addressed by Manawa Kūpono

Weakness (-)	How Addressed by Project (✓)
(-) Students at the target schools lack adequate support in the college admissions and financial aid process.  (Baseline: Less than 30% of target school students pursue a degree at a 4-yr IHE)	(✓) Targeted outreach to Native Hawaiian high school students from high-poverty schools.

<p>(-) Native Hawaiian students lack adequate support to persist past the first year of college.  <i>(Baseline: More than 3 out of 10 Native Hawaiian students drop out of college after the first year.)</i></p>	<p>(✓) Access to a research-based, highly effective first-year and second-year college retention program</p>
<p>(-) Native Hawaiian students lack adequate support to successfully complete their undergraduate degree in 6 years or less.  <i>(Baseline: Less than half of all Native Hawaiian college students graduate in 6 years and less than a quarter graduate in 4 years)</i></p>	<p>(✓) College support activities that are individualized and intensive in nature, and that promote opportunities for work-based learning experiences in students’ respective majors <i>(Addresses CPP 2)</i></p> <p>(✓) Adequate tuition support for students pursuing an undergraduate or graduate STEM degree <i>(Addresses CPP 1)</i></p>
<p>(-) Native Hawaiian students lack adequate support to apply and successfully enter a graduate program, particularly in STEM.  <i>(Baseline: Only 8 out of 100 Native Hawaiian students go on to graduate school.)</i></p>	<p>(✓) Targeted advising support for students interested in applying to graduate school, particularly in STEM fields <i>(Addresses CPP 1)</i></p>

The project, **Manawa Kūpono (“opportunity”)** or hereafter “MK,” will maximize what the applicant has learned in more than 30 years of preparing Native Hawaiian students for college. The applicant—the Office of Student Equity, Excellence and Diversity (SEED)—is a strategic unit on the UHM campus. Its mission is to support the recruitment and success of students from underrepresented groups such as Native Hawaiians. Since 1990, it has served thousands of Native Hawaiian students in Hawai‘i’s public schools, and in undergraduate and graduate programs at UHM. It is uniquely positioned to coordinate this proposal because it has a successful track record of implementing similar programs serving Native Hawaiian students at UHM and in the Hawai‘i DOE.

## B. PROJECT DESIGN

### (i) Appropriate to the needs of the target population.

Manawa Kūpono is clearly designed to address both competitive preference priorities (CPPs) and all 4 parts of the absolute priority established for this funding competition. While all the priorities are woven throughout the narrative, the absolute priority is highlighted in Table 5 below and the CPPs are described in more detail in subsequent sections. The overall goal, objectives, key strategies, needs addressed, and expected outcomes are highlighted in Table 6 on page 7 and the MK logic model detailing the focus, number to be served, primary activities, and outcomes is contained in Tables 7 and 8 on pages 10-11. All the tables are based on the needs as identified in *Section A. Needs* and on current research as described in *Section C. Project Services* under *sub-criterion (ii)*.

*Table 5. Absolute Priorities Addressed by Project*

<b><i>Priority (a): Beginning Reading and Literacy</i></b>
<p><b><i>MK will address this in the college phase of the project through the scholarship program.</i></b>            Preference will be given to students majoring in Hawaiian Language or Early Childhood Education. A requirement of the scholarship will be to perform field placement hours in a target school or partner organization/program that serves students in Kindergarten through third grade. For example, the student intern would help out in the classroom by reading to, and/or teaching basic Hawaiian words/phrases to students.</p>
<b><i>Priority (b): Needs of At-risk Children and Youth</i></b>
<p>Native Hawaiian youth have multiple risk factors that result in their having the lowest in academic achievement of all major groups in the state. Those from high-poverty schools demonstrate even higher risk factors. Poverty is correlated to achievement. The percentage of students in the 10 high schools that participate in the free or reduced lunch (FRL) program (76%) is much higher than the State average (49% FRL). In addition, students in these schools have significantly higher absentee rates (twice the state average), much lower rates of proficiency in reading, mathematics, and science as assessed on standardized tests, and are at risk of not becoming college- or career-ready by graduation. <b><i>MK will provide targeted outreach to Native Hawaiian high school seniors and their families from these target schools.</i></b></p>

***Priority (c): Native Hawaiian Underemployment***

The unemployment rate of Native Hawaiians is the highest of all population groups in the state. MK will address the ongoing need for Native Hawaiians to pursue careers in fields that they are particularly underrepresented (e.g., STEM) by addressing some of the barriers to success that they tend to face in high school and college: for example, *linking participants to quality tutoring in key academic subjects and providing supplemental support to students in key academic skills like writing, study skills, and test taking strategies. In addition, MK students will be exposed to a variety of careers and academic majors (particularly in STEM) and will have the opportunity to engage in career fairs, internships and experiential activities related to their career interests.*

Research also demonstrates that there are low numbers of Native Hawaiians in 4-year colleges, they are less likely to complete their first year of college, and they have the lowest first year retention rate among all major ethnic groups at UHM. Without a college degree, Native Hawaiians will be less prepared for life after high school and less likely to meet employers' expectations. MK will provide *evidence-based college success activities that that are individualized and intensive in nature. Additionally, it will provide tuition support for students to attend college and provide them access to a research-based, highly effective college retention program.*

***Priority (d): Hawaiian Language Instruction***

*MK will address this in a variety of ways.* Hawaiian Language instruction will also be addressed through a *weekly 'ōlelo no'eau (Hawaiian proverbs)* posted to the MK website and other social media outlets. Word-of-the-day posts will help to increase the knowledge and use of Native Hawaiian language for MK students in both phases (high school and college) of the project. Additionally, *Hui Kama'ilio (professional seminar) sessions* will include a sessions on beginner-level Hawaiian language taught by a UHM Hawaiian language instructor.

**(ii) The extent to which the proposed project demonstrates a rationale.**

Manawa Kūpono's theory of change is supported by previous research related to what works in college readiness, access and retention, and on the unique needs and experiences of Native Hawaiian students from the target schools and at UHM. It will establish an integrated college access, retention, and success system for Native Hawaiian students throughout the state by incorporating the hallmarks of a quality college success program and by providing intensive and individualized services related to enrolling and succeeding in college and beyond. The project will also adhere to rigorous academic standards, as articulated in the *Hawai'i Department of Education's Strategic Plan 2017-2020*, which was revised and approved in December 2016 and is closely aligned to the state's Every Student Succeeds Act

(ESSA) plan. The Strategic Plan identifies specific standards for student success.<sup>v</sup> Of the six goals and aspirations established for student success, this project will primarily address three: (1) *Giving back to the community, environment, and world*; (2) *Being prepared for life after high school, including setting clear goals and developing short-term and long-term engagement in learning*; and (3) *Gaining a strong sense of cultural understanding and appreciation for Hawai'i*. Details related to how MK addresses these standards are included in the next section.

*Table 6. Manawa Kūpono Goal, Objectives, Needs Addressed, and Expected Outcomes*

<p><b>Goal:</b> To increase college and graduate school access and success for over 1,000 Native Hawaiian students from high-poverty schools on 6 islands: O`ahu, Hawai`i, Lana`i, Kaua`i, Maui, and Molokai</p>
<p><b>Objective #1: Increase the college enrollment of high school senior participants (n=900 total)</b></p>
<p style="text-align: center;"><b>Key Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide college preparation activities to 300 high school seniors each year that include SAT practice, completing college and FAFSA/scholarship applications, interview skills, and assistance in identifying and applying to college bridge programs at UHM and other colleges.</li> <li>• A total of 2 visits to each school will occur each year. In between site visits, project staff will follow-up with each target school</li> <li>• Students will also be invited to participate in on-campus events including the Mānoa Experience and the School of Ocean and Earth Science and Technology (SOEST) Open House to learn about STEM and other academic programs offered at UHM.</li> <li>• 25 participants from the target schools who meet the requirements of COP will be guaranteed admission to the COP Summer Program. They will also receive a \$2,000 tuition scholarship for their 1<sup>st</sup> year if they enroll as full-time students.</li> </ul>
<p><b><u>Needs Addressed:</u></b> Low numbers of Native Hawaiians in 4-year colleges and inadequate support for students in the college admissions process.</p>
<p><b><u>Expected Outcome:</u></b> At least 50% of high school seniors from the target schools who participate in MK activities will enroll in college, including but not limited to the University of Hawai'i and its 10 campuses.</p>

**Objective #2: Increase the college retention and success of college freshmen and sophomore participants (n=50 total)**

**Key Strategies**

- Native Hawaiian freshmen and sophomores currently attending UHM will also be selected to receive a \$2,000 tuition scholarship if they are full-time students, have a 2.5 or higher cumulative GPA, and participate in a mandatory community service project each semester. Preference will be given to students who are STEM majors and/or graduates of the target schools.
- All scholarship recipients will participate in *Hui Kama'ilio* (professional seminars) with peers and project staff. In addition, all scholarship recipients will be required to meet with their individual academic advisor and their COP advisors at least twice a semester. *Hui Kama'ilio* will focus on STEM-related topics to include increasing awareness and knowledge about STEM-related careers in Hawai'i and their connections to Hawaiian culture as well as industry and workforce needs in the State.
- All students will be linked to quality tutoring, internships/field work and work-based learning experiences, and other academic resources as needed.

**Needs Addressed:**

Inadequate financial support for Native Hawaiian students to pursue college and lack of individualized support for students during first two years of college.

**Expected Outcome:**

At least 80% of freshmen and sophomores will meet or exceed UH System's 1<sup>st</sup> year and 2nd year retention rates.

**Objective #3: Increase the college success and graduation of college juniors and seniors (n=25 total)**

**Key Strategies**

- Native Hawaiian juniors and seniors who are currently attending UHM in Years 1-3 of the project will also be selected to receive a \$5,000 scholarship if they are full-time students, have a 2.5 or higher cumulative GPA, and participate in mandatory group community service each semester. Preference will be given to students who are STEM majors and/or graduates of the target schools.
- All scholarship recipients will participate in *Hui Kama'ilio* (professional seminars) with peers and project staff. In addition, all scholarship recipients will be required to meet with their assigned Program Coordinator at least twice a semester and will be required to complete an internship or work-based hours on campus or in the community.
- MK will offer Graduate School Info/Access/Application Sessions for interested students including assistance in identifying potential graduate programs and sources of financial support, GRE practice, and other relevant activities.

**Needs Addressed:**

Inadequate support for Native Hawaiian students to successfully complete their undergraduate degree in 6 years or less.

**Expected Outcome:**

At least 70% of college juniors and seniors will meet or exceed the University of Hawaii System's 4-year graduation rate.

**Objective #4: Increase the *graduate school completion rate of graduate students (n=9 total)***
**Key Strategies**

- All graduate students will be required to meet with the MK Program Coordinator and their Faculty Mentor at least once a semester.
- MK will support graduate student/faculty mentorship activities; connect students to on-campus resources; provide travel support for graduate students presenting at professional conferences; and encourage graduate students to pursue research opportunities in the community
- Graduate students will receive a \$4,000 scholarship each year and will be eligible to receive a \$2,500 travel advance to present or attend a conference. Preference will be given to graduate students in STEM graduate degree programs.

**Needs Addressed:**

Inadequate support for Native Hawaiian students to successfully complete their graduate degree.

**Expected Outcome:**

At least 90% of MK scholarship recipients will demonstrate academic progress towards completing their graduate degree requirements (e.g., on time to completing their degree)

Table 7. MK Overview and Logic Model (High School Seniors Program and First/Second Year College Program)

	YEAR 1 (2020-2021) through YEAR 3 (2022-2023)	
	High School to College Program	First and Second Year College Program
FOCUS	<i>College Access and Enrollment</i>	<i>College Retention and Success</i>
NUMBER TO BE SERVED <sup>1</sup>	900 unduplicated High School Seniors (300 new seniors per year)	80 unduplicated College Freshmen and Sophomores 50 (Yr 1), +15 (Yr 2), +15 (Yr 3)
STRATEGY	School Visits (2x/Year), College Bridge Program	First/Second Year Academic Program
PRIMARY ACTIVITIES	College Access Sessions: SAT practice, FAFSA applications, assistance in identifying and applying to college	Mandatory meetings with academic advisors (2x/semester)
		Access to quality tutoring (as needed)
	Mānoa Experience <sup>2</sup> , SOEST Open House <sup>3</sup>	Mandatory meeting with peers and project staff ( <i>Hui Kama'ilio</i> : Professional Seminars 3x/semester)
	COP Summer Bridge Program (25/year) (summer before 1st year college)	Group Community Service Project (once/semester)
FINANCIAL SUPPORT	None	\$2,000 AY Scholarship
OUTCOMES <sup>4</sup>	Each year, at least 50% of high school seniors will enroll in college (including but not limited to UHM)	At least 80% of 1st year and 2nd year students will meet or exceed the 1st year and 2nd year retention rates (UH system)

<sup>1</sup> Unduplicated

<sup>2</sup> Mānoa Experience=UHM campus visit

<sup>3</sup> SOEST= School of Ocean and Earth Science and Technology at UHM

<sup>4</sup> These relate to **GPRA #1**: *The number of grantees that attain or exceed the targets for the outcome indicators for their projects that have been approved by the Secretary.*

Table 8. MK Overview and Logic Model (Third/Fourth Year College Program and Graduate School Program)

	YEAR 1 (2020-2021) through YEAR 3 (2022-2023)		
	Third and Fourth Year College Program	Graduate Program	
FOCUS	<i>College Success and Graduation</i>	<i>Graduate School Retention and Completion</i>	
NUMBER TO BE SERVED	25 unduplicated College Juniors and Seniors 15 (Yr 1), + 5 (Yr 2), + 5 (Yr 3)	9 unduplicated Graduate Students 5 (Yr 1), +2 (Yr 2), +2 (Yr 3)	
STRATEGY	Peer/Staff Support, Faculty Mentorship, Internship/Work-Based Learning Experiences, Financial Support		
PRIMARY ACTIVITIES	Mandatory meetings with academic advisors (at least 1x/semester)	Mandatory meetings with academic advisor and faculty mentor (at least 1x/semester)	
	Mandatory meeting with peers and project staff ( <i>Hui Kama'ilio</i> : Professional Seminars 3x/semester)		
	Graduate School <u>Info</u> Sessions: Basic information about graduate school, including admission requirements & financial support (Spring)	Graduate School <u>Application</u> Sessions: GRE support, assistance in applying to graduate programs, completing applications, including financial support (Fall)	Support graduate student/faculty mentorship activities Connect students to on-campus resources Travel support for presenting at professional conferences Encourage research opportunities in the community
	Access to quality tutoring and GRE Prep resources		
	Group Community Service Project (once/semester)		
	Internship/Work-Based Learning Experience		Research Project
FINANCIAL SUPPORT	\$5,000/AY Scholarship <sup>5</sup>	\$4,000 AY Scholarship; \$2,500 Travel Grant	
OUTCOMES <sup>6</sup>	Each year, at least 70% of scholarship recipients will demonstrate academic progress towards completing degree requirements (e.g., on time to completing degree in 4 years)	Each year, at least 90% of scholarship recipients will demonstrate academic progress towards completing degree requirements (e.g., on time to completing graduate degree)	

<sup>5</sup> Preference given to students in STEM majors completing a field-based learning experience/internship

<sup>6</sup> These relate to **GPRA #1**: *The number of grantees that attain or exceed the targets for the outcome indicators for their projects that have been approved by the Secretary.*

**C. PROJECT SERVICES****Strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability**

As detailed in the statement for meeting the General Education Provisions Act (GEPA) Section 427 requirements that is part of this application, the applicant will ensure that students, parents, and staff with disabilities will be able to access services as required by the Americans with Disabilities Act. In addition, it will ensure the privacy and confidentiality of all participant data. The strategies the project will employ include the following:

1. Provision of transportation services to all scheduled activities on- and off-campus for participants;
2. Targeted outreach to all target high school students and current Native Hawaiian undergraduate students who could potentially benefit from project services, including those who are low-income, first generation, immigrant, in foster care, homeless, and/or disabled;
3. Presence of alternate forms (program applications, brochures and materials) to print materials including translation, large print, audiotapes, videotapes, visual aids, and digital media;
4. Oral presentations and written materials in the Hawaiian language for students attending Hawaiian Immersion high schools; and,
5. All staff, including Student Assistants, will be trained in FERPA regulations.

**(i) Services reflect up-to-date knowledge from research and effective practice**

There are four essential features of MK based on research and effective practice and that are related to *(1) supporting at-risk Native Hawaiian students to pursue college, (2) what works in college student retention, (3) best practices in graduate school access for diverse students and (4) the provision of adequate financial support.* Although UHM takes pride in the diversity of its student population, the representation of Native Hawaiian students

remains low relative to their population in Hawai'i's public schools. One reason is that the efforts and resources at enhancing the pipeline of Native Hawaiian students from high-poverty public high schools are insufficient to prepare them for higher education. For example, among the 10 target schools there are not enough college and career guidance counselors to serve the unique needs of all the students at the school. These schools have student/counselor ratios that average 677 students to 1 counselor.<sup>vi</sup>

Another reason is that many of these students feel disconnected from higher education, especially from more selective institutions. If and when at-risk Native Hawaiian students enter a large university that is located far from their community or that they perceive is very dissimilar from their high school climate, they tend to feel marginalized.<sup>vii</sup> In a recent survey (2019) of Native Hawaiian students attending UHM from the target schools—many of whom were first generation college students from low-income families—four themes emerged:

- 1) Many Native Hawaiian students need support to navigate the complexities of the campus environment, and they depend on their peers or trusted staff and faculty for this help;
- 2) Developing a relationship/rapport with Native Hawaiian students is important to students and yields significant benefits to both students and the counselors/advisors;
- 3) In order to make the academic subject matter—whether it be in a STEM field or in the Humanities—more relevant and meaningful to students, it is important to draw connections from the past to the present, and from a global context to a local context;
- 4) Furthermore, real-world experience in the academic major that can be applied locally and that affirms Native Hawaiian values of respect for the land *`āina* (land), *`ohana* and *kaiāulu* (family and community), and self-determination is valued highly by many Native Hawaiian students; and,
- 5) The importance of giving back to the community, and having an cultural identity, is a very real goal for many Native Hawaiian students.<sup>viii</sup>

These findings will help inform how project services are offered. In particular, MK will *utilize peer mentors and staff* to implement project activities, incorporate *project-based learning, work-based learning experiences, and learning communities* during college retention activities, and offer *service learning initiatives* to promote both cultural and community ties.

Recent research on college student retention also contributes to the MK design and its theory of change. In spite of the national attention paid to college student retention, institutional and student characteristics contributing to attrition continue to be prevalent. Institutional characteristics include inadequate student financial aid and poor student-institution fit while student characteristics include lack of motivation to succeed, inadequate financial resources, inadequate preparation for college, and poor study skills.<sup>ix</sup> In addition, retention practices responsible for the greatest contribution to retention incorporate *first-year programs* (e.g., learning communities), *academic advising* (e.g., integration of departmental advising with first-year transition programs, and advising that combines career/life planning), and *learning support* (e.g., learning assistance center/lab, supplemental instruction, tutoring).<sup>x</sup>

MK will incorporate these proven retention practices for all college participants (incoming freshmen through college seniors) that address both institutional and student characteristics. These include extensive *financial support* (tuition scholarships), First through Fourth Year *Learning Communities*, monthly “hui” (club) meetings on campus, mandatory *meetings with academic advisor* (at least once a semester), access to *quality tutoring* (in person or virtual), *work-based learning experiences* (internships, practica, and field experiences), and *community service projects* (twice per year).

Furthermore, recent research has demonstrated that an *early exposure to research, mentoring and supportive campus environments*<sup>xi xii</sup> are instrumental to recruiting and retaining diverse students into graduate programs. In particular, *individualized, continuous mentoring* contributes substantially in preventing diverse students from feeling isolated in their undergraduate studies or unprepared to apply to graduate school.<sup>xiii</sup> MK will intentionally apply these practices in encouraging college students—particularly those in STEM—to consider graduate school. It will recruit faculty in key academic departments to serve as *mentors* to 1st year graduate students. It will also encourage students to seek out *research opportunities* within their disciplines, and support them to attend and present at *professional conferences and events*. In addition, MK will help college juniors and seniors interested in pursuing graduate school with information on graduate school programs.

Table 9. Project Services Based on Research and Effective Practice

<p><i>Evidence-based practices in supporting Native Hawaiian students include:</i></p> <ul style="list-style-type: none"> <li>• <i>Peer mentors and supportive staff</i></li> <li>• <i>Project-and work-based learning experiences</i></li> <li>• <i>Participation in service learning</i></li> </ul>	<p>MK will utilize peer mentors and staff to implement project activities, incorporate project-and work-based learning, and offer service learning initiatives to promote both cultural and community ties.</p>
<p><i>Retention practices that contribute to retention include:</i></p> <ul style="list-style-type: none"> <li>• <i>First Year programs</i></li> <li>• <i>Academic advising</i></li> <li>• <i>Learning support</i></li> <li>• <i>Financial aid</i></li> </ul>	<p>MK will offer extensive financial support, First Year through Fourth Year Learning Communities, monthly “hui” (club) meetings, mandatory meetings with academic advisor, access to quality tutoring, and community service projects.</p>
<p><i>Evidence-based practices that contribute to graduate school access include:</i></p> <ul style="list-style-type: none"> <li>• <i>Early exposure to research experiences</i></li> <li>• <i>Faculty/Graduate Student mentoring</i></li> <li>• <i>Supportive campus environment</i></li> </ul>	<p>MK will recruit faculty mentors, encourage students to seek out research opportunities, support students to attend/present at professional conferences, and provide them with information on graduate school and GRE prep.</p>

The final strategy to increase the college success of college participants is through the provision of tuition scholarships. Twenty-five participants from the target schools who meet the requirements of the College Opportunities Program (COP) will be guaranteed admission to the COP Summer Program each year of the program. They will also receive a partial tuition scholarship for their 1<sup>st</sup> year if they enroll as full-time students. In addition, Native Hawaiian students who are currently attending UHM in Years 1-3 of the project will also be selected to receive tuition scholarships if they are full-time students, have a 2.5 or higher cumulative GPA, and complete mandatory community service hours each semester. Preference will be given to students who are in STEM majors and graduates of the target schools. A total of 50 scholarships will be awarded each year, and at least 25 scholarships will be awarded to selected students. All scholarship recipients will participate in mandatory *Hui Kama`ilio* meetings with peers and project staff to promote peer mentoring and support. In addition, all scholarship recipients will be required to meet with their individual academic advisor and their MK advisors at least once a semester and participate in a Group Community Service Project.

The importance of providing essential financial support should not be underestimated. Research demonstrates that college completion rates among Native Hawaiians improve dramatically with proper support service such as financial aid.<sup>xiv</sup> Hagedorn et al. found that Native Hawaiian college students who receive financial aid were more likely to complete a four-year degree program compared to Native Hawaiian college students in general and to students from a national sample used in the Beginning Post-Secondary Study, or BPS.<sup>xv</sup> Lastly, in a recent survey of Native Hawaiian students at UHM, students indicated that financial support was critical to their college access and success, particularly at UHM.<sup>xvi</sup> As

aforementioned, project staff will work with students intensively each year of the project to help them obtain financial assistance and other scholarship support so that they are not dependent on MK funding once the grant ends.

**(ii) The likely impact of the services to be provided on the intended recipients of those services**

Prior impacts. For the last 14 years, the College Opportunities Program (COP) at UHM has received federal and institutional funding to implement the Manawa Kūpono (MK) program. To date, the program has provided college readiness, access, retention and success services to nearly 4,000 students. Based on previous annual evaluations, there is ample evidence to conclude that MK is a highly effective program. Previous evaluation findings validate that participating students, staff, and target schools universally perceive MK as a valuable program that has made a dramatic difference in the college access rates of Native Hawaiian students (*see Letters of Support*) and their subsequent retention and graduation from college. Consider the following remarkable outcomes to date:

- The first- and second-year retention rates of MK participants greatly exceeded the UHM average: 100% of students were retained in their first year (compared to 73% of their Native Hawaiian peers not in the program) and 79% were retained in their second year (compared to 64% of their Native Hawaiian peers not in the program);
- MK participants at UHM graduated, or were on track to graduate, at a much higher rate than their Native Hawaiian peers not in the program. For example, nearly 80% of MK participants graduated, or were on track to graduate, in 6 years, compared to 54% of their Native Hawaiian peers at UHM not in the program; and, lastly,
- The program contributed to the increase in enrollment of Native Hawaiian students in graduate programs at UHM, and Native Hawaiian graduate students receiving a scholarship completed a graduate degree 30% faster than their Native Hawaiian peers in graduate programs at UHM but not in the program.

The evaluation findings above show that the college success model as developed by COP “works” for Native Hawaiian students from high poverty high schools and communities. However, there continues to be a need to ensure that other Native Hawaiian students are

prepared to enter and succeed in college. This iteration of Manawa Kūpono will maximize what COP has learned from implementing previous cycles of the program and from leveraging UHM's existing capacity in implementing a high quality college retention and success programs. However, it will have three new innovations:

- 1) Partner with new target schools: MK will recruit high school students from *every public and private high school in the state of Hawai'i* but will provide intentional outreach to students at the 10 target schools identified in this proposal, many of which have lower-than-average college-going rates and/or first year retention (persistence) rates at UHM;
- 2) Offer graduate school access activities: MK will incorporate more intentional and strategic activities for participants interested in pursuing graduate school, particularly in STEM disciplines; and,
- 3) Connect participants to work-based learning experiences: MK will connect students to internships and professional learning experiences relevant to the students' majors and that align with local industry and occupations.

Future impacts. The potential impact of MK is impressive: it has the opportunity to contribute valid research on successful college access and retention approaches for at-risk Native Hawaiian students, including access and enrollment into graduate programs. Additionally, it will yield valuable research about the effectiveness of integrated, intensive, and individualized activities that promote college access and success for at-risk Native Hawaiian students, including access and enrollment into graduate programs. In particular, MK will investigate how institutional characteristics (student financial aid and student-institution fit) and student characteristics (e.g., inadequate financial resources, inadequate assistance in applying for college) are linked to student academic outcomes (academic performance, college enrollment, first-year retention rate, four-year graduation rate, graduate school enrollment rate).

The direct cost of the project will average \$1,123 per student in comparison to an estimated \$14,534 per student expended by the UHM and lower than the \$13,748 per pupil expended by the Hawai'i Department of Education.<sup>xvii</sup> *This is 13 times less and 12 times less, respectively, than what UHM and the Hawai'i DOE spend.* The majority of funding will go towards implementing project activities and supporting students. Nearly 60% of total costs is allocated to support student activities and scholarships. Project staff will work with students intensively each year of the project to help them obtain financial assistance and other scholarship support so that they are not dependent on MK funding. Furthermore, only 5% of the budget will cover indirect costs. A detailed budget breakdown and rationale is contained in the Budget Narrative. Given the expected results (and the long-term positive effects of higher education) this is very cost effective. For example, the potential return of investment for investing in a college degree far outweighs the cost of implementation. Recent research<sup>xviii</sup> documents that

**(i) Strategies for encouraging application for employment from persons who are members of groups that have traditionally been underrepresented**

The project will make a proactive and concerted effort to recruit and encourage employment applications from members of traditionally underrepresented groups. The applicant is committed to the principle and practice of Equal Employment Opportunity for all qualified persons and the project will adhere to the University's non-discriminatory policies with regard to all protected classes and the Government Performance and Results Act (GPRA) in all hiring endeavors. The usual advertising of position vacancies includes the daily newspapers and State and University electronic and print publications. In addition, position

announcements will be sent to the target school administrators, community organizations serving Native Hawaiian residents in the target areas, and social media links. Efforts to encourage applicants with disabilities to apply will include officially requesting recruitment assistance from state and community agencies with expertise in serving persons with special needs. The applicant commits to hiring staff that are current or former residents of the target communities, alumni of the target schools, and/or have experience working with Native Hawaiian students, and/or experience working in the target schools or communities. In short, the applicant will strive to hire individuals who reflect the population of the target school communities, leading to uninterrupted quality services to the project's participants.

**(ii) Qualifications, including relevant training and experience, of key project personnel**

The Project Director, [REDACTED], will contribute 20% FTE and assume overall responsibility for the conduct of the project, including fiscal responsibilities. Mr. Maglaya is the Director of the College Opportunities Program at UHM, and has extensive experience working with Native Hawaiian students and other underrepresented students in higher education. With a background in psychology, social work, and educational administration, a Master's degree in Social Work, and more than 30 years of experience as an instructor, researcher, and academic and career counselor, Mr. Maglaya brings a unique combination of skills and experience to the position. Given that he has managed multiple Federal, state, and institutional grants in the millions of dollars, he possesses the expertise needed to implement a federally funded grant of this caliber.

Three Program Coordinators (3 at 100% FTE) will be hired and will possess a minimum of a BA/BS or a Master's degree (preferred) in counseling, student services, education, or related field; a minimum of three years experience teaching, counseling, and/or

coordinating programs at the secondary school or college level; ability and experience working with Native Hawaiian students; and knowledge about college admissions processes, financial aid, and/or college readiness and retention programs. Student Assistants (2 at 50% FTE) will be hired to assist the Project Coordinators by providing essential administrative support and will be FERPA-trained in their handling of confidential student information. They will be college students in good standing with experience in leadership or peer mentoring, community or campus involvement, and working with high school students. Preference will be given to students who are alumni of the target schools. Peer Tutors (10 at 25% FTE total) will also be hired. They will be current college junior, seniors, or graduate students and be required to maintain a minimum GPA of 3.00 in the major of the subject matter in which they will be tutoring and must demonstrate above-average competence in college-level math, science, and English. In addition, they preferably will have experience tutoring college students.

**(i) The adequacy of the management plan to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones**

The timeline is presented in months over the course of three years and only the primary tasks for each of the objectives are identified. The management plan will be more thoroughly fleshed out with additional tasks, a more refined timeline, an expenditure plan, and specific responsibilities within the first month of funding. To determine the extent to which objectives are being met within budget, monthly audits of the account will be reconciled with the key tasks associated with each objective.

**Please note for Table 10 below:** (1) *D = Director, C = Coordinators, SA=Student Assistants, T= Tutors, EE = External Evaluator*

Table 10: Management Plan

Selected Key Task	Responsibility	Months
<b>Objective #1: Increase the college enrollment of high school senior seniors (n=900)</b>		
1. In collaboration with the target school counselors, coordinate key college access activities for high school seniors that address SAT/ACT practice, college and FAFSA/scholarship applications, interview skills, and COP Summer Bridge Program applications.	D, C	Jan-Apr
2. Coordinate and advertise student/parent activities including college campus visits, FAFSA nights, and College App Days.	C, SA	Nov, Mar
3. Identify and select 25 Native Hawaiian graduates from the target schools that apply for the COP Summer Bridge Program.	D, C	Mar
4. Confirm college enrollment plans with students and National Student Clearinghouse	C, EE	Nov
5. Conduct formative evaluation (Year 1-2) and summative evaluation (Year 3).	EE	Jun-Aug
_____ hool seniors will enroll in college		
<b>of college freshmen and sophomore</b>		
1. Identify/recruit NH students in STEM majors at UHM to apply for tuition scholarships; select NH students to receive partial tuition scholarship each semester, contingent upon academic progress, STEM degree, and full-time status	D, C	Ongoing
	D, C, SA	3x/semester
3. Require students to meet with academic advisors at least twice a semester	C, T	Sep, Nov, Jan, Mar
4. Provide students with access to quality tutoring as needed	T	Ongoing
5. Require students to participate in a group community service project each semester.	C	Nov, Mar
6. Conduct tracking/evaluation of 1 <sup>st</sup> -2 <sup>nd</sup> year college students regarding academic achievement and retention rate	C, SA	Jun
7. Conduct formative evaluation (Year 1-2) and summative evaluation (Year 3).	EE	Jun-Aug
<u>Obj 2 Annual Milestones:</u> Each year, at least 80% of 1st year and 2nd year students will meet or exceed the 1st year and 2nd year retention rates in the UH system.		
<b>Objective #3: Increase the college success and graduation of college juniors and seniors (n=25)</b>		
1. Identify/recruit NH students in STEM majors at UHM to apply for tuition scholarships; select NH students to receive partial tuition scholarship each semester, contingent upon academic progress, STEM degree, and full-time status	D, C	Ongoing
2. Conduct <i>Hui Kama`ilio</i> professional seminars	D, C, SA	3x/semester
3. Require students to meet with academic advisors at least twice a semester	C, T	Sep, Nov, Jan, Mar

4. Provide students with access to quality tutoring and GRE prep resources as needed	T	Ongoing
5. Require students to participate in field-work/internships related to their major/career interests and community service projects each semester.	C	Nov, Mar
6. Conduct <u>Graduate School Info Sessions</u> and provide basic info about graduate school, including admission requirements & financial support	C	April
7. Conduct <u>Graduate School Application Sessions</u> and provide GRE support, assistance in applying to graduate programs, completing applications, including financial support	C	Oct
8. Conduct tracking/evaluation of 3 <sup>rd</sup> and 4 <sup>th</sup> year college students regarding academic achievement and graduation rate (time to degree)	C, SA	Jun
9. Conduct formative evaluation (Year 1-2) and summative evaluation (Year 3).	EE	Jun-Aug
<b>Obj 3 Annual Milestones:</b> Each year, at least 70% of scholarship recipients will demonstrate academic progress towards completing degree requirements (e.g., on time to completing degree in 4 years).		
<b>Objective #4: Increase the <i>graduate school completion rate</i> of graduate students (n=9)</b>		
1. Identify/recruit NH graduate students in STEM majors at UHM to apply for tuition scholarships; select NH students to receive partial tuition scholarship each semester, contingent upon academic progress, STEM degree, and full-time status	D, C	Ongoing
2. Conduct <i>Hui Kama`ilio</i> professional seminars	D, C, SA	3x/semester
3. Require students to meet with academic advisor and faculty mentor at least once semester.	C, T	Nov, Mar
4. In collaboration with institutional partners, support graduate student/faculty mentorship activities, connect graduate students to on-campus resources, and provide travel support for students presenting at professional conferences.	T	Ongoing
5. In collaboration with community partners, connect students to research opportunities and internships in the community.	D, C	Ongoing
6. Require students to participate in a research project or internship related to their major/career interests.	C	Nov, Mar
7. Conduct tracking/evaluation of graduate students regarding academic achievement and retention rate	C, SA	Jun
8. Conduct formative evaluation (Year 1-2) and summative evaluation (Year 3).	EE	Jun-Aug
<b>Obj 4 Annual Milestones:</b> Each year, at least 90% of scholarship recipients will demonstrate academic progress towards completing degree requirements (e.g., on time to completing graduate degree ).		

**(ii) The adequacy of mechanisms for ensuring high-quality products and services.**

Three main mechanisms will ensure high-quality products and services: 1) a solid management plan that identifies key tasks, persons responsible, milestones, and the timeline for accomplishing (described in Table 12 above); 2) solid partnerships with the target schools and key institutional departments and community organizations; and 3) a well-thought out evaluation plan that is tied to the objectives and expected outcomes and that incorporates both formative and summative evaluation activities (described in *Section F: Project Evaluation*);

For example, MK will be part of a comprehensive effort to improve the educational outcomes of Native Hawaiian students throughout the State. SEED has strong partnerships within the University, with the target schools, and with key community organizations and will use MK to strengthen these linkages so that the college readiness, access, and success of at-risk Native Hawaiian students are integrated and further sustained after Federal funding ends. In addition, because it is not housed in an academic department, SEED can better coordinate interdisciplinary efforts at supporting Native Hawaiian students across departments, units, and programs. There are a total of 33 well-established partnerships listed in the tables below: 10 with the target school partners, 16 with UHM colleges and programs, and 7 with community partners. Collaboration with these organizations will ensure that program services are not duplicated, that best practices in high-quality college support services are shared, and that unique cultural, educational, and professional development resources are leveraged.

*Table 11. Target School Partnerships*

Schools	Staff	Title	Role
Ānuenuē	██████████	Counselor	Assist in scheduling and planning for: <ul style="list-style-type: none"> <li>In-class presentations to the high school seniors about the MK</li> </ul>
Kailua	██████████	College & Career Counselor	
Hilo	██████████	College & Career Counselor	
Castle	██████████	College & Career Counselor	

Nānākuli	[REDACTED]	College & Career Counselor	program, campus visits, and community service projects  • After school/evening workshops on SAT prep/FAFSA/financial aid/applying to colleges, etc.
Wai'anae	[REDACTED]	College & Career Counselor	
Hāna	[REDACTED]	Counselor	
Lāna'i	[REDACTED]	College & Career Counselor	
Molokai	[REDACTED]	College & Career Counselor	
Waimea	[REDACTED]	AVID Teacher	

Table 12. Institutional Partnerships

College/School	Faculty	Unit/Dept/Program	Role
College of Engineering	[REDACTED]	Project Specialist, Native Hawaiian Science and Engineering Mentorship Program	Serve as a guest speaker during Hui Kama'ilio days and as a resource for STEM majors; Coordinate visits for MK to go and speak with their summer program students about COP. Assist MK students with options for internships.
College of Education	[REDACTED]	Director, STEMS^2 Professor, Science Education and STEMS^2	Serve as a guest speaker during Hui Kama'ilio days; Provide info on multicultural, place-based STEM education and on integrating both Indigenous and Western science knowledge, skills, and practices. Assist MK students with options for internships and research.
College of Tropical Agriculture and Human Resources	[REDACTED]	Assistant Professor, Department of Natural Resources and Environmental Management	Speak to MK freshman and sophomore students about CTAHR and the Bachelor programs they offer. Assist MK juniors, seniors and graduate students with options for internships focusing on contemporary management based on indigenous systems, 'Āina-based education.
College of Natural Sciences	[REDACTED]	STEM Coordinator	Serve as a resource for MK students in STEM including, field /work experiences, internships, and summer opportunities.
Department of Physics and Astronomy	[REDACTED]	Undergraduate Academic Advisor, Student Academic Success Center	
School of Ocean and Earth Science and Technology	[REDACTED]	Student Services Specialist, SOEST Student Academic Services (SAS)	Coordinate SOEST open house for high school seniors and MK undergraduate students interested in STEM.

Hawai'i inuiākea, School of Hawaiian Knowledge	[REDACTED]	Hawaiian Studies Academic Advisor, Kamakakūokalani	Speak to MK students about Hawai'i inuiākea, including information on the Hawaiian Studies and Hawaiian Language Departments. Assist MK students with options for internships.
	[REDACTED]	Hawaiian Language Professor, Kawaihuelani	Serve as a resource for MK students in STEM and Hawaiian Language with a focus on Hawaiian geographies and 'āina based work.
Native Hawaiian Student Services/ US DOE Title III Program	[REDACTED]	Director, NHSS	Coordinate events on campus for Native Hawaiian students at UHM and provides space for MK to do presentations as well as Q&A sessions during those events.
Native Hawaiian Student Services/ US DOE Title III Program	[REDACTED]	Community Outreach Coord/Student Outreach Specialist	Coordinate events and offer opportunities for MK students to do internships. Assist in tracking MK scholarship recipients who are involved with their program.
Native Hawaiian Place of Learning Advancement Office	[REDACTED]	Native Hawaiian Affairs Program Officer	Act as a resource for MK students; Providing information on Native Hawaiian programs and activities across UHM and the broader community. Assist MK students with options for internships.
University of Hawai'i Sea Grant College Program	[REDACTED]	Director, Center for Integrated Science, Knowledge, and Culture; Associate Professor, Dept of Oceanography	Act as a guest speaker during Hui Kama'ilio days; Focusing on sustainable fisheries, aquaculture, and environmental literacy and workforce development. Assist MK students with options for internships and research.
Shidler School of Business	[REDACTED]	Director, Undergraduate Programs	Serve as a resource for MK students in Accounting, including access to clubs, internships and summer opportunities.
Office of Admissions	[REDACTED]	Events Planner, Office of Admissions	Coordinate Mānoa Experience for high school seniors to preview UHM and meet faculty, learn about departments and tour the residential halls.
Graduate Professional Access Program	[REDACTED]	Coordinator	Assist MK juniors and seniors applying to graduate school.
Pacific Biosciences Research Center	[REDACTED]	Assistant Professor	Serve as a resource for MK students in STEM and Hawaiian Language. Assist MK students with options for internships.

Table 13. Community Partnerships

Organization	Staff	Title	Role
Kumuola	[REDACTED]	Executive Director	Hawaiian place of knowledge that specializes in sustainability and education. Serve as a

		Farm Operations Manager	site for group community service events and MK students to obtain an internship.
Ka Papa Lo'i 'O Kānewai and Punalu'u		Director	Serve as a site for MK students to perform group community service with specialization in taro cultivation and resource management from a Hawaiian perspective. Serve as a site for MK students to obtain an internship.
Kaho'olawe Island Reserve Commission		Executive Director	Serve as a site for MK students to obtain a summer internship. Focus on overall restoration of Kaho'olawe, erosion control, planting strategies and faunal restoration.
Papahana Kuaola		Āina Stewardship & Learning Assistant	Serve as a site for MK students to perform group community service and internships with a focus on traditional use of resources, environmental restoration and economic sustainability.
		Program Director, Hanaola	
Kāko'o 'Ōiwi		Farm Manager	Hawaiian place of knowledge that specializes in restoring agricultural and ecological productivity. Serve as a site for MK students to perform field work and community service.
		Education and Outreach Director	
Paepae O Heeia		Founder, Executive Director	Serve as a site for MK students to obtain internships, perform group community service focusing on restoration, place-based education and production of the fishpond.
		Ka 'Ai Kamaha'o (Education) Coordinator	
KUPU		CEO	Serve as a site for MK students to perform internships focused on professional development, cultural resource management, sustainability and education.

## F. PROJECT EVALUATION

### (i) The extent to which the methods of evaluation provide valid and reliable performance data on relevant outcomes

A strong evaluation plan will also ensure that project services and products are of the highest quality. Evaluation methods will be thorough, feasible, and appropriate to the project goal, objectives and outcomes and will be both formative (process) and summative (outcome) in nature. In the first two years, the evaluation will be primarily formative and in the final and third year, it will be summative. A participatory approach<sup>xix</sup> will frame the evaluation: the control of the evaluation will be shared by the evaluator and staff and will involve an unusual

depth of participation among students. Mixed methods will be used: quantitative methods will include administering student surveys, collecting and analyzing target school and institutional research data (ACT scores, high school and college transcripts, high school graduation data, college enrollment data, etc.), and reviewing project records for student attendance and participation in *Manawa Kūpono* activities. Qualitative methods will include conducting annual structured interviews of project staff, project partners, students, and scholarship recipients related to the benefits of and challenges to participating in *Manawa Kūpono*. Data analysis will encompass both descriptive and inferential statistics where possible. Project staff will be involved in drawing, interpreting, and justifying the conclusions resulting from the evaluation.

██████████ will contribute her time (0.20 FTE) as the External Evaluator and will coordinate various aspects of the evaluation. She has over 25 years of experience in needs assessment, evaluation, and diversity in higher education, and serves as an evaluator on a number of university-based and community-based projects. On faculty at UHM, ██████████ provides research and planning for student service programs that implement the University's strategic goals of access and diversity. She will work closely with the Project Director and Coordinators in designing and implementing the evaluation.

Information on high school students will be collected using research-based (psychometrically reliable and valid) assessment instruments. For example, high school students will be assessed for their readiness for college using a TRiO-developed *College Readiness Survey (CRS)* that incorporates 9 factors associated college readiness: *academic confidence, financing college, reasons for going to college, tackling college, teachers, career awareness, reading and writing, math and science, and social support*. This

instrument is widely used by national college readiness programs such as Educational Talent Search and GEAR UP. The CRS will be administered at the end of Senior Year.

In addition to the standardized assessments, the Evaluator will develop an annual *Manawa Kūpono Student Survey*, which will gauge student participation in, and satisfaction with, the program. Participants will also be asked what the perceived impacts (personal, academic, cultural) of the MK services have had on them and their future career goals. More than one evaluation instrument will be used to verify outcomes and data will be analyzed to identify changes in student outcomes within and across program years using common statistical methods and tests of significance (e.g., t-tests) in pre-post tests of the MK Participant Survey. Responses to these evaluative instruments will be compiled, reviewed, and analyzed on an ongoing basis and discussed at staff meetings. Results will provide staff with quantitative and qualitative feedback regarding participants' progress and the benefits of project components. These ratings will inform project staff regarding which materials and services are most valuable and which can be improved or eliminated.

The evaluation report deadlines will coincide a month before Federal reporting deadlines and will be used to inform the annual progress report, to provide formative guidance in project implementation, and to highlight summative findings related to project outcomes. The evaluator will submit a detailed evaluation plan within a month of hire, attend regular project meetings, and ensure that the evaluation complies with program evaluation standards established by the American Evaluation Association<sup>xx</sup>. The program director will facilitate monthly meetings with the program staff, including the evaluator, to ensure that the program is being implemented as planned. Students will complete annual surveys and interviews to help the program director monitor program efficacy.

Table 14. Evaluation Management Plan

Performance Measure <sup>7</sup>		Annual Target	Frequency
<b>ol senior seniors (n=900)</b>			
Proportion of high school seniors who enroll in college, including but not limited to the University of Hawai'i's 4-year campuses <sup>8</sup>  <i>(Baseline: 28% among NH students and 31% of all students)</i>	<ul style="list-style-type: none"> <li>• MK Senior Student Survey &amp; Student Interviews</li> <li>• National Student Clearinghouse</li> </ul>	50%	May  November
<b>college freshmen and</b>			
Proportion of 1 <sup>st</sup> and 2 <sup>nd</sup> year college students who meet or exceed UH System's 1 <sup>st</sup> year and 2 <sup>nd</sup> year retention rates  <i>(Baseline: 69% among NH students and 83% of all students)</i>	<ul style="list-style-type: none"> <li>• Project database</li> <li>• University of Hawai'i Institutional Research Office</li> </ul>	80%	June  August
<b>of college juniors and seniors</b>			
Proportion of NH college students who meet or exceed UH System's 4-year graduation rate  <i>(Baseline: 22% among NH students and 37% of all students)</i>	<ul style="list-style-type: none"> <li>• MK Senior Student Survey &amp; Student Interviews</li> <li>• National Student Clearinghouse</li> </ul>	70%	May  November
<b>Objective #4: Increase the graduate school completion rate of graduate students (n=9)</b>			
Proportion of NH scholarship recipients who demonstrate academic progress towards completing graduate degree requirements  <i>(Baseline: Only 8% of graduate students in the UH system are NH)</i>	<ul style="list-style-type: none"> <li>• Student grade reports/ transcripts</li> <li>• MK College Student Survey &amp; Student Interviews</li> </ul>	90%	Twice (end of each semester)  May

<sup>7</sup> All objectives relate to **GPRA #1: The number of grantees what attain or exceed the targets for the outcome indicators for their projects that have been approved by the Secretary.**

<sup>8</sup> Relates to **GPRA #3: The percentage of Native Hawaiian students in schools served by the program who graduate from high school with a regular high school diploma in four years.**

## References

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- <sup>i</sup> Center on Education and the Workforce. (2011). *The college payoff: Educations, occupations, and lifetime earnings*. Washington, DC: Georgetown University.
- <sup>ii</sup> These data represent high school completers' confirmed college enrollment in 2-and 4-year campuses following high school graduation and are based on reports provided by the *National Student Clearinghouse*.
- <sup>iii</sup> These data represent the proportion of graduates from the target high schools entering the UH system and enrolled in remedial or developmental (not college-level) courses. *Source: P-20 Hawai`i, College and Career Readiness Indicators Report, Class of 2018*.
- <sup>iv</sup> University of Hawai`i. (2019, November). *Fall 2019 Enrollment Report: Selected Student Characteristics*. Honolulu, HI: University of Hawai`i Mānoa Institutional Research Office.
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- <sup>xi</sup> Estrada, M. (2014). *Ingredients for improving the culture of STEM degree attainment with co-curricular supports for underrepresented minority students*. National Academies of Sciences White Paper, retrieved from: [http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse\\_088832.pdf](http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_088832.pdf)
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- <sup>xiv</sup> Kana`iaupuni, S. M., Malone, N., & Ishibashi, K. (2005). *Ka Huaka`i: 2005 Native Hawaiian educational assessment*. Honolulu: Kamehameha Schools, Pauahi Publications.

<sup>xv</sup> Hagedorn, L.S., Lester, J. Moon, H.S., and K. Tibbetts. 2006. Native Hawaiian community college students: What happens? *Community College Journal of Research and Practice*, 30: 21-39.

<sup>xvi</sup> UHM College Opportunities Program. (2017, March). *Pili Pono Survey Findings*. Honolulu, HI: University of Hawai`i at Mānoa.

<sup>xvii</sup> Hawai`i Department of Education. (2019). *2018 Superintendent's Annual Report*. Honolulu, HI: Author.

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