

Section I. Introduction

This section provides information on the organization's previous experience with the types of activities it is proposing, and whether the organization or its Board of Directors has any experience managing grant monies. It will also help to see whether the applicant has worked within the target community to build partnerships and provide the service or activity without duplication. (10 points)

Describe the organization's qualifications. If the organization is submitting this request on behalf of another community group (as a fiscal sponsor), describe both organizations. Cover the following points:

a. When, why, and how the organization got started.

The University of Hawai'i Community Colleges (UHCC) were established by legislation (Act 39, SLH 1964) that transferred the then Technical Schools from the State Department of Education to the University of Hawai'i.

b. The organization's mission statement, purpose and long-term goals.

State statute has established the purposes of the UHCC as:

- (1) Two-year college transfer and general education programs;
- (2) Two- and four-year vocational technical education programs;
- (3) Semiprofessional, technical, vocational, and continuing education programs; and
- (4) Such other educational programs and services as may be appropriate to such institutions.

Within the overall mission of the University of Hawai'i, the Board of Regents approved the following special mission for the Community Colleges:

- ? **Access:** To broaden access to postsecondary education in Hawai'i, regionally, and internationally by providing open door opportunities for students to enter quality educational programs within their own communities.
- ? **Learning and Teaching:** To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.
- ? **Work Force Development:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.
- ? **Personal Development:** To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

- ? **Community Development:** To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.
- ? **Diversity:** By building upon Hawai'i's unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, UHCC students' learning experiences will prepare them for the global workplace.

The 2002-2010 UHCC Strategic Plan, approved by the Board of Regents in November 2002 has the following long-term goals:

- A. Promote Learning and Teaching for Student Success
- B. Function as a Seamless State System
- C. Promote Workforce and Economic Development
- D. Develop Our Human Resources:
Recruitment, Retention, and Renewal
- E. Develop an Effective, Efficient, and Sustainable
Infrastructure to Support Student Learning

c. Prior and current activities relevant to the proposed project.

Consistent with its mission, the UHCC has initiated a number of student support services designed to provide access and encourage the enrollment and success of students who have not traditionally participated in postsecondary education. These students have included the under prepared; women; low-income; and ethnic minorities, including Hawaiians.

d. Past accomplishments and their impact.

Part of the Community Colleges role in meeting the goal of access has been to provide opportunities to individuals previously under-represented in higher education. In Hawai'i, that has included Hawaiians and Filipinos. A concerted effort in dealing with identifying and removing barriers to minority student enrollment, retention and success in the late 1980s appears to be having success. Between 1994 and 2004, Hawaiian student enrollment increased significantly. Hawaiian and Filipino students now represent the largest ethnic groups in the Community Colleges. In fall 2005, Hawaiian and part Hawaiian students comprised 18% of the total Community College enrollment.

Both national and state data have shown that individuals with higher levels of education, as measured by degree completed, are more likely to be employed, and have earned higher annual and lifetime incomes on average. In addition, the community and the economy benefit from individuals with higher levels of education.

The National Center for Public Policy and Higher Education in its *Measuring up 2006: The State Report Card on Higher Education* stated for Hawai'i, "During the past 12 years, the proportion of students completing certificates and degrees relative to the number enrolled has increased substantially (by 26%)." When focusing on the benefits of higher education, The Report indicated, "Hawaii has seen an increase in the benefits the state receives from having a more highly educated population. This year, Hawaii earns an A- in benefits."

However, a closer look at UHCC student completion data indicates that Hawaiian students have not been as successful as other students either in continued enrollment, or graduation, and therefore are likely not receiving the full economic benefits of their postsecondary education work.

e. Other organizations that do what your organization does.

The UH Community Colleges consist of seven campuses, four on O'ahu and one each on the islands of Maui, Kaua'i, and Hawai'i. In addition to offering remedial/developmental instruction, each campus offers strong, comprehensive liberal arts programs that are articulated with all the baccalaureate colleges in Hawai'i, and have developed Career focused associate degrees and certificates prepare individuals in more than 100 fields.

Each of the seven campuses is separately accredited by the Accrediting Commission for Community and Junior Colleges, with leadership and advocacy provided by the Vice President for Community Colleges. Staff administrative support to the UH Community Colleges is provided through the Office of the Vice President for Community Colleges.

The University of Hawai'i Community Colleges are the only publicly funded two-year colleges in the state awarding associate degrees and certificates.

f. Any previous OHA funding. Include: project title, funded amount, and contract period.

While individual UHCC colleges may have been recipients of OHA funding for projects to benefit students from a specific community, this is the first application for funding being submitted by the UHCC system on a state-wide basis.

g. Other previous grants received and the results of those projects or collaborative efforts.

N/A

Section II. Problem/Opportunity Statement

This section will explain the need in the Hawaiian community that your project/program will address and also demonstrate how familiar the organization is with the community it is targeting. (20 points)

Describe how the project will build on past successes, meet existing needs (use newspaper articles, surveys, statistics, etc.), or open up new opportunities. Address the following points:

a. Describe the situation you wish to change/improve.

While the UHCC has had success in increasing the number of Hawaiian students who enroll in a degree program at one of our colleges, we have been less successful in having those students either continue their enrollment at the college, or successfully complete their chosen programs with a degree or certificate. This grant application is intended to address the low success rate of Native Hawaiian students pursuing higher education degrees by providing a portion of the resources necessary to allow the UHCC system to participate in the Achieving the Dream project sponsored by the American Association of Community Colleges (AACC) and the Lumina Foundation.

b. Explain how the project relates with the organization's mission and goals.

Achieving the Dream is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that have traditionally faced the most significant barriers to success, including low-income students and students of color. Achieving the Dream emphasizes the use of data to drive change, and is especially interested in closing achievement gaps.

This project relates directly to both our fundamental mission as an educational institution, and our first Strategic Plan goal: Promote Learning and Teaching for Student Success. The UHCC Strategic Plan detailed the following actions thought necessary to improve student success:

- Increase the success rate of under prepared students by designing and delivering more effective programs and services.
- Increase retention and success rates of all students.
- Increase student success by providing international, multi-cultural, and inter-cultural education opportunities for successful participation in an evolving global community;
- Strengthen UHCC as a premier resource in Hawaiian, Pacific Island and Asian programs; promote a respect for differences, and champion diversity.
- Increase student success by providing specialized support and counseling to students with disabilities.

As a national multiyear effort involving some of the best community colleges across the country, the initiative focuses attention and resources directly on those practices that will both enable the UHCC to meet its stated goal of student success, and more Hawaiian students to complete degrees, by developing institutional practices that enhance students' success.

c. Support the need with statistical evidence or real life examples.

Data compiled by the Institutional Research Office of the University of Hawai'i, documents the rate of success of students in the University of Hawai'i Community College system.

Table 1: 2003-04 Success Rates

| UHCC System Campus | Peer Success Rank | Success Rate Aver | Success Rate Total | | Grad Rate Total | | Cont. Rate Total | | %NH of Pop |
|-----------------------|-------------------|-------------------|--------------------|------------|-----------------|------------|------------------|------------|------------|
| | | | | NH | | NH | | NH | |
| Kaua'i CC | 12/16 | 46% | 36% | 32% | 31% | 28% | 5% | 5% | 17.7% |
| Leeward CC | 15/18 | 44% | 38% | 29% | 12% | 13% | 26% | 16% | 16.0% |
| Windward CC | 12/16 | 42% | 28% | 30% | 9% | 7% | 19% | 23% | 30.4% |
| Kapi'olani CC | 17/20 | 48% | 40% | 30% | 10% | 8% | 30% | 22% | 10.2% |
| Honolulu CC | 14/16 | 50% | 37% | 34% | 15% | 15% | 22% | 19% | 16.0% |
| Maui CC | 14/20 | 42% | 36% | 30% | 18% | 14% | 18% | 16% | 22.6% |
| Hawai'i CC | 7/16 | 50% | 34% | 30% | 20% | 18% | 14% | 12% | 30.5% |

The overall Success Rate is a combination of the Continuation Rate and the Graduation Rate. The Continuation Rate equals the percentage of first-time freshmen in a given fall semester who returned to the campus in a subsequent fall semester. The graduation rate is the cumulative percentage of first-time freshmen in a given fall semester who graduated within a designated period of time, measured as of the summer term. The designated period of time is 150% of the normal time for completion. For example, students in a 2-year program would graduate within 150% time if they graduate within 3 years. The success rate is the percentage of first-time freshmen in a given fall semester who have either graduated or are still enrolled. Retention, Graduation, & Success data are based on first time, full time, degree seeking freshmen at each respective institution. Each campus was also compared against peer institutions based on their enrollments, degree offerings, and faculty ratio.

While retention and graduation rates negatively characterize the Native Hawaiian students' persistence in college, there are concomitant concerns that appear to be major contributing factors. In 2003, Maui Community College instructors of courses in science, technology, engineering, and mathematics were surveyed to determine what they perceived to be roadblocks to the success of Native Hawaiian students in their classes. Generally, the faculty identified the following factors:

- Inadequate skills in reading, writing, critical/analytic thinking and mathematics;
- Poor study habits and time management skills;

- Financial need and family responsibilities that interfere with study and research time.

Some of these needs are evident in Table 2 that summarizes the performance of the Native Hawaiian students in secondary schools. Over a two-year period, analyses of proficiency data from the Hawai'i Department of Education Statewide Assessment for the No Child Left Behind requirements show that significantly lower proportions of Native Hawaiian 10th graders are proficient in reading and mathematics compared to the total population tested.

Table 2: HSA Proficiency Results 2004-2005

| Tested Group | Reading Proficient | | Math Proficient | |
|--------------|--------------------|-------------|-----------------|-------------|
| | Spring 2004 | Spring 2005 | Spring 2004 | Spring 2005 |
| Grade 10 | | | | |
| State Total | 43% | 42% | 21% | 20% |
| State NH | 29% | 25% | 8% | 7% |

Source: Hawaii Department of Education

The data validates the un-preparedness of students for higher education, a major contributing factor to their low success rates. These conditions will undoubtedly continue, and possibly increase, without appropriate attention, negatively affecting recruitment and entry of Native Hawaiians to colleges. Further, the impact on Native Hawaiian students already underrepresented in baccalaureate and higher degree programs will be catastrophic.

Summary:

- The Native Hawaiian students in the UH Community Colleges have significantly lower success rates (retention and graduation) than the general student population.
 - Contributing factors to Native Hawaiian students' low retention and completion rates or lack of persistence of Native Hawaiian students in college include lack of academic and personal management skills, economic or financial barriers.
- d. **If applicable, explain how beneficiaries have been involved in defining the problem, planning the project, and proposing solutions.**

Within the University of Hawaii, the Puko`a Council has been established as the group that speaks on Hawaiian education issues for the system. This council has Hawaiian faculty representation from each campus. The UHCC representatives to the Puko`a Council have been recognized as college leaders and resources on various aspects of programs and services for Hawaiian students. A number of these individuals have participated in the development of college grant applications and the implementation of projects to improve the success of Hawaiian students.

We have used some of their work to define the problem, and will be formally assembling them into a UHCC system advisory body that will be involved in

the statewide project implementation.

e. If applicable, identify any partner organization and their roles.

This project is a major multiyear statewide effort that will require financial and moral support from a number of sources to be successful. In addition to this request, we are also seeking support for this initiative from Kamehameha Schools. Preliminary discussions indicated that they support the initiative and will likely be a financial partner. We are also exploring developing partnerships with the Campbell Estate and the Castle Foundation.

f. Identify which OHA Strategic Plan goal is addressed by your project and explain how your project will help OHA meet this goal.

This project is related to Goal Four: Education in the OHA Strategic Plan. Participation in this initiative will not only advance OHA's goal of providing educational opportunities for Native Hawaiians, but also make their participation more valuable by increasing their probability of successfully completing degrees or certificates.

Section III. Project Plan

This section will define the program so that the reviewer becomes familiar with the overall goals and specific objectives, activities, and timeline. This helps to create an organized and well-defined plan. (30 points)

Describe the proposed project and all activities to be conducted in order to achieve desired results. Activities should be specific to each objective. Cover the following:

a. How will this project address the needs of the Hawaiian community?

The nature of Hawai'i's economy has changed significantly over the past thirty years. An increasing percentage of jobs require more education than high school, especially those that pay a living wage. The current UHCC Success Rate of Hawaiian students indicates that while we are successful in providing educational opportunities to them, we are less successful in sustaining their enrollment through to graduation.

This project will implement student success strategies that have been proven to be successful to raise achievement levels for college students. Through participation in this initiative it is expected that the Success Rate of Hawaiian students will increase, resulting in a greater portion of Hawaiian students earning degrees and certificates than is currently the case. As the number of living wage jobs that require a postsecondary degree for entry increases, more Hawaiians will be eligible to take those jobs.

b. How many Hawaiians will be served by this project and how will they benefit?

Of the approximately 6,900 Hawaiian students enrolled in the University of Hawai'i system in fall 2005, nearly 4,500 were enrolled in one of the seven

Community Colleges located throughout the state. The program is designed to address the needs all Native Hawaiian students in the UH community College system. It is anticipated that over the five years of our participation in the initiative, nearly 15,000 Hawaiian students will be directly affected by the efforts of the project. In addition, the adoption of new institutional practices that improve the success for Hawaiian student will persist well beyond the end of our participation in the initiative.

c. Describe how participants are selected.

N/A

d. Describe in detail each activity and why it has been chosen.

The Achieving the Dream is a national initiative in its third year of operation. Participation in the initiative requires a commitment to a five year structured process under the guidance of the Achieving the Dream national staff as well as technical experts participating in the initiative. The following section is from the prospectus (Attached) soliciting participation in the fourth and final cycle of the initiative. It describes the various activities that would take place if UHCC was selected as a participant.

Co-designed by Lumina Foundation and eight national partner organizations, Achieving the Dream works on multiple fronts, including broad-based change at participating colleges; research into effective practices at community colleges; public policy at the state and national level; and outreach to communities, businesses, and the public. Improving student outcomes, particularly for students of color and low-income students, is at the core of this multilayered initiative.

In addition to the funders, the national partners and consultants to Achieving the Dream are: American Association for Community Colleges; Community College Leadership Program, University of Texas Austin; Community College Research Center, Teachers College Columbia University; Institute of Higher Education, University of Florida; Jobs for the Future; MDC, Inc.; MDRC; Public Agenda; JBL Associates, and KSA-Plus Communications.

The Design

A. Institutional Change

Each college starts by forming two or more teams to carry out the work of the initiative. A **core team** designs, oversees, and integrates the work. The core team develops and manages a process for institution-wide dialog about Achieving the Dream data findings, goals, and strategies. The team works with and through the institution councils, departments, and divisions to adopt priorities for improving student success, particularly for underserved populations.

A **data team** conducts in-depth examinations of data on student outcomes, disaggregated by race, ethnicity, gender and other characteristics to diagnose institutional strengths and weaknesses in student attainment and achievement. The data team develops simple graphic presentations to share with the core team, faculty, key academic and student support staff, administration, students, and the broader community. In addition, this team works with the core team to recommend institutional priorities for strategy development.

Achieving the Dream provides a coach – typically a recently retired community college president or other highly experienced administrator – who meets with the president and the core team quarterly. A data facilitator – typically an institutional researcher from another community college, meets quarterly with the data team to help them know what questions to ask, what data to collect, how to analyze and interpret the data, and how to present the data to decision-makers at the college. The core team participates in a national **Kickoff Institute** that grounds the team in the values, goals, and expectations of the initiative.

During the first year, the teams engage students, faculty, and the community in data analysis and conversations that lead to the development of a four-year implementation plan. The plan includes up to five priority areas for improving student success. Institutions will adapt strategies from other institutions or design new approaches to address their priority areas. They set measurable goals and integrate the Achieving the Dream plans and priorities into their strategic and annual planning, as well as budgeting and resource allocation processes.

Each winter, the colleges send representatives to an annual **Strategy Institute** where national resource persons and Achieving the Dream colleges share information about problem-solving and strategies that have proven effective in increasing student success.

B. Influencing Public Policy

In each Achieving the Dream state, the initiative supports the work of a **lead organization** to promote policy innovations that help community colleges improve student success. The lead organization may be the state community college system office, the state community college association, or another group that provides leadership on community college issues. The lead organization is selected by the national Achieving the Dream partner organizations, based on the organization's interest; commitment to building a leadership team; and ability to effectively identify, develop, and execute strategic policy reform opportunities in the state.

Staff and other members of the state leadership team participate in semi-annual meetings of all Achieving the Dream policy teams. They share strategic and operational work plans and report on annual progress and lessons learned. They also collaborate on issues that are common across state lines, such as development of student data systems.

In its three year of operation, the participating colleges have focused on adopting more effective practices in a number of areas, including:

Developmental Education

Analysis of data by Achieving the Dream colleges revealed large numbers of entering students who require developmental education and low completion rates in developmental courses. As a result, most Achieving the Dream colleges are making changes in developmental education to improve student outcomes.

Gatekeeper Courses

Gatekeeper courses are the first-level curriculum courses – such as College Algebra and College English -- that students must pass before enrolling in more advanced courses in their major field. Like developmental courses, gatekeeper courses can be a hurdle that slows or halts students' progress toward a degree, and pass rates in these courses are one of the core student outcome measures in Achieving the Dream. The data at some colleges showed unacceptably low pass rates or large achievement gaps in these courses.

Student Success Course

Study skills, time management, understanding college rules and procedures, knowing where to seek help for academic, personal, or financial issues – factors like these can make a big difference in whether a student makes it through college. Some colleges offer elective courses intended teach these skills. Some Achieving the Dream colleges are improving or expanding their student success courses, linking them to learning communities, and/or making these courses mandatory for certain groups of students.

First Year Experience

Data at many Achieving the Dream colleges showed that many students do not re-enroll after their first semester or first year. To raise retention rates, some colleges are implementing clusters of strategies intended to make the first year in college a more engaging and successful experience for students. These strategies may include student success courses, orientation programs, learning communities, special advising programs, and other approaches.

Learning Communities

Learning communities are a strategy to engage students more fully in their education while providing strong academic and social support. Students enrolled in a learning community take a cluster of courses together as a group, promoting peer support and closer relationships with faculty. Early findings from [MDRC's Opening Doors program](#) indicate that learning communities can increase persistence and success for students

in developmental courses.

Advising

Among community college students who participated in the 2004 Community College Survey of Student Engagement (CCSSE), more than a third said they rarely or never use academic advising/planning services, and nearly half rarely or never use career counseling services. Several Achieving the Dream colleges are striving to provide meaningful advising to more students, to help them chart a course through college and to intervene when they run into trouble.

Student Support Services

Many Achieving the Dream colleges used student surveys and focus groups to identify weaknesses and gaps in the institution's support for students. Based on their findings, several colleges are working to improve student support. Their approaches include mentoring; intensive case management for high-risk students; and changes in the operation of the college's admissions, financial aid, and other offices.

Tutoring and Supplemental Instruction

Achieving the Dream colleges are implementing several forms of tutoring and supplemental instruction intended to improve student success.

K-14 Strategies / Summer Bridge; HS articulation etc.

Data at some Achieving the Dream colleges pointed to large numbers of recent high school graduates who enter college unprepared for college-level work. In response, colleges have planned collaborative efforts with local high schools to improve students' readiness for postsecondary education.

Improved Use of Data

Building a "culture of evidence" is a central principle of Achieving the Dream. Many colleges are striving to use data more effectively to guide institutional decision-making.

Community Engagement

During their first-year analysis and planning process, several Achieving the Dream colleges reached out to the larger community for help diagnosing causes of weak student success. Some colleges began working with the community to improve college programs and increase support for students.

e. Show the sequence of activities (charts, timeline, calendar, etc.)

The national Achieving the Dream project staff has developed a structured approach to the planning and implementation of the various

activities. The sequence of activities for the total Hawai'i implementation is expected to be completed as part of the first year activities.

- f. **Tell who will do what (staff, volunteers, consultants, etc.). If applicable, include job descriptions for each position or resumes of staff already selected as attachments.**

The staffing of activities for the total Hawai'i implementation is expected to be completed as part of the first year activities. We expect that most of the implementation will be undertaken by UHCC faculty and administrators who will devote some portion of their current work assignment to the implementation of the Achieving the Dream activities.

- g. **Explain what will be accomplished by each activity.**

The national Achieving the Dream project staff has developed a structured approach to the planning and implementation of the various activities. The planned outcomes for project activities for the total Hawai'i implementation are expected to be developed as part of the first year activities.

Section IV. Evaluation Methodology

This section describes how the program's effectiveness will be monitored and measured. This will also define future revision and planning for the project. (20 points)

Describe how the organization will determine it has been successful in meeting the project goals/objectives. Cover the following points:

- a. **Describe what you consider project success.**
- b. **Describe the data to be collected.**
- c. **How it will be collected?**
- d. **How will the data be used to show success or failure?**
- e. **How will the data be used to improve this program and/or future programs?**

Lumina Foundation is funding a comprehensive evaluation of the overall initiative, looking particularly at the experience of Round One colleges and states and the impact of the initiative on student outcomes. Several other funders are supporting formative evaluations in their states. New funders will have access to the results of these evaluations and are invited to disseminate the lessons widely and to replicate the studies in their states. One component of the ongoing evaluation includes a rigorous assessment of program strategies that the Round One colleges are implementing. Lessons from this analysis will likely help future Achieving the Dream colleges make more informed decisions about where they should invest their resources. In addition to the formal evaluation, the initiative includes a rich informal system of qualitative and

quantitative evaluation and assessment through continuous feedback from coaches and data facilitators, annual report reviews, and multiple opportunities for information sharing among the colleges. These efforts support our ongoing work in policy and knowledge development.

At its core the initiative seeks to help more students reach their individual goals which may include obtaining a better job, earning a community college certificate or degree, or attaining a bachelor's degree. Each college participating in Achieving the Dream identifies student populations that currently experience low rates of success, develops interventions to improve student outcomes, and measures changes in student success. To gauge the effect of the initiative as a whole, all colleges document over time the percentage of low-income students and students of color who accomplish the following:

- successfully complete developmental courses and progress to credit-bearing courses;
- enroll in and successfully complete gatekeeper courses;
- complete the courses they take, with a grade of C or higher;
- reenroll from one semester to the next; and
- earn certificates and/or degrees.

After four years of implementation, we expect the demonstration colleges to show measurable improvement in success rates among the studied groups, with no reduction in enrollment for these populations.

After eight years, Achieving the Dream colleges will have achieved the long-term targets for student success set in Year One, and they will be poised to sustain or further improve success rates.

After twelve years, the initiative will influence other community colleges nationally, as evidenced by increased success rates at colleges that did not participate in Achieving the Dream.

Section V. Budget

This section provides documentation for the expenses requested. Each line item should have a narrative description. (20 points)

Complete the Budget Summary form that is provided in this application packet. In addition to the form, provide a detailed narrative for each budget item to explain how the cost is relevant to the project. The following is an example of the level of detail required:

- For salaries and wages, describe the amount of time and the wage specific to each position for which you are requesting funding.
- For supplies and equipment, attach copies of invoices and/or estimates to justify costs.
- For consultants, explain why their services are being contracted and not part of the organization.
- For travel, list separately airfare, lodging, car rental, etc. Explain the purpose of the travel and how it relates to the project.

| | <u>OHA REQUEST</u> | <u>MATCH</u> | <u>TOTAL</u> |
|-------------------|--------------------|--------------|--------------|
| <u>Personnel:</u> | | | |
| 1. Case Manager | \$10,000.00 | \$19,993.60 | \$29,993.60 |

1.0 full-time position @ \$14.42 per hour x 2,080 hours/year
 =\$29,993.60

Case Manager is responsible for monitoring all services provided to clients.

| | | | |
|-----------------------|----------|----------|------------|
| <u>Non-Personnel:</u> | | | |
| 2. Equipment | \$600.00 | \$600.00 | \$1,200.00 |

Lease of Xerox 2500 Copier, \$100/mo. x 12 mos. Copy of estimates attached.

Copier needed to duplicate educational materials distributed to clients.

| | | | |
|------------------------|--------|------------|------------|
| 3. Contracted Services | \$0.00 | \$1,000.00 | \$1,000.00 |
|------------------------|--------|------------|------------|

Curriculum Developer: 50 hrs. x \$20/hr.
 Not a regular staffed position; needed just for this project.

| | | | |
|-----------|----------|----------|------------|
| 4. Travel | \$700.00 | \$700.00 | \$1,400.00 |
|-----------|----------|----------|------------|

Travel costs for 1 staff person to conduct workshops on four (4) neighbor islands.

Airfare: 4 RT x \$120/RT = \$480

Hotel: 1 night/island x 4 islands x \$85/night = \$340

Car: 1 day/island x 4 islands x \$55/day = \$220

Section VI. Funding Information

This section will demonstrate whether the applicant has thought about the longer-range goals of any project, and how the project will be continued beyond OHA funding. Also, this section describes all available resources which will assist and be coordinated with the project.

- a. Sustainability: Provide a brief but detailed statement regarding your plan to fund this project in future years.**

The major thrust of the Achieving the Dream initiative is the evaluation and redesign of existing institutional policies, programs, and services to improve the education and success of Hawaiian students. The direct project costs are related to the technical assistance being provided to the Hawaii project, the travel of project participants to national meetings and workshops, the faculty and staff time reassigned to the data collection, evaluation and redesign of programs and services, and the initiation of new programs and services in areas where we are currently lacking needed focus.

Most of the direct costs are limited to the five year period of the project. Revised programs and services will be funded with existing institutional resources. Any new programs or services will be funded through increased state appropriations, tuition and fees, or internal reallocations by the colleges.

b. Matching Funding:

- ? **All applicants are required to provide a share of the project costs from another source.**
- ? **Use the attached Funding Information form to describe the sources from which you have received or will receive matching funding. Matching funding may include other grants or contracts (private, Federal, State, or County), in-kind contributions (of time or resources), or other sources such as program fees or fundraisers.**
- ? **Applicant is required to provide confirmation of matching funding (award letter, contract, etc.) prior to presentation of the grant request to the OHA Administrator or Board of Trustees. In-kind funding also needs written confirmation.**
- ? **Submit letters of confirmation from matching funding sources as they are received. If your matching share is not guaranteed, explain what you will do to secure those monies.**
- ? **Applicant is responsible for keeping the OHA Grants Program staff updated should any changes occur after the proposal has been submitted. This includes both approvals and denials of other grant funding requests.**
- ? **The Matching Funding requirement is determined based on the amount of funding requested from OHA and the total cost of the project/program.**
 - ? **Requests up to \$24,999 must provide at least 10% matching funds of total project cost**
 - ? **Requests between \$25,000 - \$49,999 must provide at least 25% matching funds**
 - ? **Requests between \$50,000 - \$100,000 must provide at least 50% matching funds**

Additional Information

Benefits of Participating in Achieving the Dream

A. Colleges

Colleges that participate in Achieving the Dream receive assistance in building a culture of inquiry and evidence, that is, in using data to identify problems, set priorities, and measure progress toward success. Achieving the Dream colleges make lasting changes in policies, programs, structures, and services that work in an integrated fashion to support success for all students. Additionally, Achieving the Dream institutions gain expertise in improving success among diverse student populations.

Colleges receive planning and implementation grants to help seed reforms. They have access to, training in, and use of a national database that includes student cohort data

for all participating Achieving the Dream institutions. Their state policy teams work with them to share information and action strategies to influence public policy. Achieving the Dream colleges participate regularly in special institutes to work with national experts and share best practices. Perhaps most importantly, they participate in a national community of learners – like-minded leaders who are deeply committed to improving student success.

B. States

States that participate in Achieving the Dream receive technical assistance and grants to support activities resulting in policy development and reform. A lead state agency – often the state higher education governing agency – receives an annual grant for five years to cover some portion of the costs associated with research, data systems development, convening of the colleges, and other strategies leading to policy development. Technical assistance and support are provided by representatives of the national partnership.

State policy teams share information on campus issues, strategies and best practices. Issue briefs and special meetings help teams stay abreast of current policy news and ideas.

C. Funders

Funders that participate in Achieving the Dream realize significant leveraging of resources while accessing a “turn-key” comprehensive national initiative. Lumina’s investment in eight national partner organizations has created a rich infrastructure to support the efforts of colleges and states and a working alliance that has become a national voice and platform for reform. There are many different ways in which funders can add and gain value through an Achieving the Dream partnership.

Funders may tailor the college selection process and, if desired, underwrite enhancements that advance the funder’s priorities. For example, one Round Two funder supported an external evaluation of its colleges’ progress in the initiative that proved extremely valuable not only to the colleges but to the initiative as a whole. A Round Three funder is supporting training for trustees as part of its Achieving the Dream work. Funding partners also become integral to our community of learners, lending leadership and expertise by participating, if they wish, in one of four working groups that guide the continuing development of the initiative.

Achieving the Dream in Action: Adding Value to the Field

Achieving the Dream has produced several research reports including a literature review of effective practices for increasing student success at community colleges, case studies of colleges to explore institutional characteristics and practices that affect student outcomes, and a report that documents the state of the art of institutional research at community colleges. Other studies of the institutional change process, an analysis of barriers to student achievement, and additional documentation of effective practices are underway.

Several policy briefs on topics such as placement testing for developmental education, access to community colleges by undocumented immigrants, and state data systems and privacy concerns have been widely disseminated. Policy audits in selected states in

the initiative are providing baseline information on state policies that affect student access and success.

A Structural Inequity Team is working across the initiative to help colleges identify, understand, and develop meaningful action strategies to address issues of race, class, and power as they relate to student success.

Achieving the Dream is collaborating with the Ford Foundation's Bridges to Opportunity initiative and community college leaders in 11 states to build stronger state data systems that will lead to greater accountability based on student success outcomes. A national Achieving the Dream database, which includes cohort data for all Achieving the Dream colleges and national student data, is developing into a tool for peer benchmarking and analysis of disaggregated student data. A dynamic website provides tools and information that can support institutional change and policy development. Achieving the Dream is also developing data tools for colleges and supporting ongoing training and professional development for institutional researchers at community colleges.

Several Achieving the Dream sites have participated as pilot sites in the ongoing development of community engagement tools, including facilitator training and a workbook and video for community colleges to use in holding "community conversations."

A multi-year communications component is crafting communications materials to help colleges, state lead organizations, and national partner organizations voice consistent, compelling messages about the initiative and student success issues. The communications work includes media outreach and technical assistance and training to build colleges' capacity to communicate with a variety of audiences about their Achieving the Dream work and student success issues.