

Project Abstract

Kapiolani Community College (the “College”) is developing a framework and support system to improve the educational pipeline from the College to University of Hawaii (UH) baccalaureate institutions and to indigenize online learning through “**Kuloaa: Advancing Indigenous Innovators**.” This project embodies the spirit of the College value of *kuloaa*, ensuring that the needs of our students are met with support and service, rooted in *ku* (to stand, to rise; to achieve; to prepare) and *loaa* (to succeed, harvest, obtain, gain). This project will directly benefit the growing population of Native Hawaiian (NH) students from Hawaiian language immersion schools and other public high schools. **To this end, Kuloaa will directly address ANNH program guidelines through two project activities: (1) Strengthen engagement, re-enrollment, academic achievement and student support across multiple pedagogical strategies and (2) Increase Native Hawaiian Students’ Access to Financial Support.**

The first project activity will address beneficial institutional strategic planning goals and performance measures through two project objectives: **1) Improve re-enrollment and transfer/graduation rates through experiential learning focused on indigenous innovation.** The project will develop and implement first- and second-year pre-transfer curricular pathways with course selected to engage students and feed into baccalaureate degrees focused on economics and entrepreneurship, integrate co-curricular activities by cultural practitioners and indigenous business and industry professionals, undergraduate research experiences to synthesize the curricular and co-curricular learning, a summer bridge program between the first and second years to student engagement at a critical momentum point, and feed into a second summer bridge program offered in an existing Title III ANNH Part A collaborative grant focused on transfer to UH Manoa. Student support activities will focus on financial literacy, FAFSA completion, and career readiness in collaboration with the College’s Employment Prep Center; and **2) Improve re-enrollment and transfer/graduation rates through culturally responsive online learning.** Given the over-representation of NH students in online classes and the growing number of students taking at least one online class, the project will provide professional development to assist faculty in designing culturally responsive online learning. The second project activity seeks to increase Native Hawaiian students’ access to financial support through a single objective: **increasing the College’s resource development capacity through fiscal stability.** Monthly and annual reports of expenditures, projections, and balances will lead to improved fiscal reporting and improved monitoring of spending to ensure compliance with grant objectives and all applicable policies and regulations. Reports of gaps in fiscal support services to meet the needs of NH programs receiving extramural funding will inform a plan to improve fiscal stability and grant management capacity to allow for additional extramural funding for programs to expand programs for Native Hawaiian student success.

This project addresses the Competitive Preference Priority, “address supporting instruction in personal financial literacy, knowledge of markets and economics, knowledge of higher education financing and repayment (e.g., college savings and student loans), or other skills aimed at building personal financial understanding and responsibility.” This project will improve student support services through peer, academic, career, and financial literacy advising and through increased knowledge of economics through course taking and business plan competition. Ultimately, the College seeks to close and eliminate achievement gaps and better prepare Native Hawaiian students for productive persistence to transfer and career opportunities.