KAʻIKAʻI AʻO INTERNSHIP & WORKFORCE SERVICE

NATIVE HAWAIIAN CAREER & TECHNICAL EDUCATION PROGRAM

KAUAʻI COMMUNITY COLLEGE & ALU LIKE, INC.

2021 – 2026
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INTRODUCTION

*Ua ao Hawai‘i ke ‘ōlino nei malamalama*

*Hawai‘i is enlightened, for the brightness of day is here.  ‘Ōlelo No‘eau no.2773*

Hawai‘i is in an era of education. While many factors continue to influence disparate economic challenges for Native Hawaiian families, educational support programs throughout the state of Hawai‘i, like those of the ALU LIKE, Inc. NHCTEP Consortium, serve as beacons of hope for fueling the uplift and transformation of Native Hawaiian communities statewide. The 2021 Ka Huaka‘i report shows that, “…about half of Native Hawaiian families with young keiki (children) do not earn a livable wage. …Compared with the major ethnicities in Hawai‘i, Native Hawaiians continue to have the highest rates of poverty and unemployment” (Kana‘iaupuni 2021). It is well recognized that Native Hawaiian students continue to be underrepresented and underserved in career pathways and have limited educational opportunities, inadequate financial resources, and access to competitive employment. Moreover, lack of exposure to a range of educational and career pathways, coupled with remote geographical obstacles, creates further disparities for many Native Hawaiian students and limits their ability to obtain the necessary skills needed to obtain in-demand occupations and earn a living wage. Limited access to higher education resources, learning opportunities, and professional role models inevitably lead to unprecedented educational and vocational gaps among Native Hawaiians. As a solution, the 2021 Ka Huaka‘i recommends to, “Invest in workforce transformations to better align education, business, and community with future economic and employment opportunities.” It is at this nexus where the Ka‘ika‘i A‘o (supporting/raising up learning) Internship and Workforce Service program aims to serve. Piloted as a program at Kaua‘i Community College (KauCC) in 2018, Ka‘ika‘i A‘o addresses these concerns to ensure that Native Hawaiian students have equally
accessible opportunities to participate in Career Technical Education (CTE) pathways, specifically in Trades technology fields. Through this grant initiative, KauCC will be able to further develop Native Hawaiian student supports emphasizing career and technical education competencies. This is reflected by improved and ongoing dedication to the investment in workforce transformation through alignment of educational and business opportunities, toward building stronger Native Hawaiian communities and living up to the Ka’ika’i A’o name to raise our students up through teaching, advising, and learning together.

A. QUALITY OF PROJECT DESIGN

A1. Services are Focused on High Skill, High-Wage, and In-Demand Careers

The Trades Technology division, which is comprised of Automotive Technology (AMT), Carpentry Technology (CARP), Electrical Installation & Maintenance Technology (EIMT), Electronics Technology (ETRO), and Facilities Engineering Technology (FENG), are all considered essential occupations, and are associated with high-skill, high-wage, and are very in-demand industries in times of ‘normalcy’ and even more so in the current pandemic era. These Career and Technical Education (CTE) industries are inclusive of Science, Technology, Engineering, and Math (STEM), and address the Competitive Priority: STEM.

The Ka’ika’i A’o Internship and Workforce Service program aims to provide students with targeted support, internships, and relevant projects that are specific to each program, while providing them with the necessary resources needed to succeed, such as tools, educational supplies, and internship stipends. Through these efforts, students can thrive academically with the skills they acquire during their internships, leading to degree completion and gainful employment.
Under the guidance of highly educated and skilled mentors, Native Hawaiian students are provided with a comprehensively aligned continuum of support services that are parallel to individual learning needs. Using a culturally unique approach embedded in Hawaiian history and traditional practices, the Ka’ika’i A’o Internship and Workforce Service program provides practical learning through interactive instruction and engagement activities through place-based learning and experiential projects that are conducive to the student’s trade. The program also places a considerable emphasis on safety, strengthening interpersonal communication skills, reinforcing of professional skills, participating in educational workshops, as well as contributing to community service activities.

Native Hawaiian students, who are often encumbered with extenuating socioeconomic and academic privations, can increase their academic performance under guided projects carried out by program mentors and in collaboration with community businesses. Offering internships with stipends alleviates the financial burden of tuition and other school related expenses in a place-based learning environment that accommodates class schedules and learning styles. As productivity and participation increases, students refine their skills, build valuable, trade-based experience and competencies, and gain confidence in their abilities. Providing specific, industry-related services will empower students and prepare them for highly skilled and in-demand jobs with competitive, high earning wages.

A2. Services Address Identified Needs

According to Kaua‘i Community College’s Average Graduation and Persistency Rate statistics released in August 2019, the overall graduation rate for all students is 24% within 150% normal time, and has a 68% retention rate. Native Hawaiians account for roughly 7% of KauCC entire student population, and, despite having a 20:1 student-teacher ratio, which is lower than the state
community college average of 30:1, the completion rate for Native Hawaiian students is still significantly lower when compared to students of other ethnic groups. These disproportionate figures are comparatively similar to reports from previous school years and are indicators of a lack of educational access amongst Native Hawaiians. Additionally, socioeconomic barriers and academic challenges may prevent students from attending college or completing their educational benchmarks, graduating, and obtaining employment. One programmatic solution to address this issue is to provide a minimum of one fast-tracked general education summer school course per program year. The cost of the instructor will be covered by the program, thereby allowing students to attend and receive credit without the burden of additional cost of tuition. Improving ease of access to Native Hawaiian students in this way will 1) provide a seamless transitional pathway from high school to KauCC, 2) increase general education course participation and completion, and 3) increase Associate’s degree completion (as many students opt for basic certification over Associate’s degree attainment due to barriers in completion of general education courses).

The reality of living in Hawai’i is that the cost of living is high with many low wage jobs. The minimum wage for the state of Hawai’i is $10.10 per hour. Native Hawaiian students often struggle with having to work part-time just to make ends meet while keeping up with the demands of school, work, and family. For this reason, offering more place-based internships on campus helps support the program to improve student learning and retention in the vocational subject area, thereby allowing them to gain essential skills, build confidence, and make some money while at school. Experience gained through these internship opportunities will better qualify them in acquiring a higher paying job related to their career path as the average starting pay in a trades related field is typically $15 or greater. In general, Native Hawaiian students excel in the trades
programs with performance-based education aspects rooted in their cultural upbringing. Because of this, they tend to gravitate toward service-based career pathways. Typically, Native Hawaiian students exhibit good communication skills and do exceptionally well when working in teams in culturally-based environments. Students perform extremely well in most situations where the utility of the lesson is clear and the concepts are placed in context. With that being said, the economic outlook is promising for Native Hawaiian students should they decide to follow a career path in a trades-related field as national trends have shown continuous growth in trades. Hawaii’s economy is steadily growing and in need of more skilled trades workers. Data from the University of Hawai’i systems illustrates that salary and jobs provided for Hawaii Industry Sectors show promise with a higher average pay as compared to the national average, in addition to sufficient job openings that are available. Moreover, these statistics are supported by U.S. Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections. The table below highlights just a few of the occupations and relevant earning potentials indicated in the National Industry-Specific Occupational Employment and Wage Estimates from the U.S. Bureau of Labor Statistics.

<table>
<thead>
<tr>
<th>Occupational Code</th>
<th>Occupation Title</th>
<th>Mean Hourly Wage / Mean Annual Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-3023</td>
<td>Electrical and Electronics Engineering Technicians</td>
<td>$30.77 / $64,000</td>
</tr>
<tr>
<td>47-2111</td>
<td>Electricians</td>
<td>$27.45 / $57,100</td>
</tr>
<tr>
<td>49-3000</td>
<td>Vehicle and Mobile Equipment Mechanics, Installers, and Repairers</td>
<td>$24.03 / $49,970</td>
</tr>
<tr>
<td>47-2031</td>
<td>Carpenters</td>
<td>$24.01 / $49,950</td>
</tr>
<tr>
<td>49-3023</td>
<td>Automotive Service Technicians and Mechanics</td>
<td>$23.83 / $49,570</td>
</tr>
</tbody>
</table>
A3. Services to be provided reflect up-to-date knowledge from research and effective practice. Compliance with National Standards: The Automotive Technology program is nationally accredited by the National Automotive Technicians Education Foundation (NATEF). Students in the automotive program acquire technical skills and proficiency following the national standards set by NATEF, which infuses a multitude of competency-based skills and tasks with relevant academics. Through a series of comprehensive training, students complete a nationally recognized Automotive Service Excellence (ASE) Student Certification exam, composed of ten (10) exams at the end of their fourth semester in school. This is an integral component of the program assessment to validate student achievement. At present, the average passing score of all exams completed by all students is at 74.5%, with 95.7% of all students passing at the 50% ASE benchmark. This highly recognized and professional ASE certification exam is only offered to the automotive students at Kauai Community College within the UHCC system. Obtaining this distinctive certification prepares students for the advanced technician ASE certification exam, which has a minimum passing score at 70%. To be qualified and considered as a certified technician, students/graduates must complete two (2) years of technical training, one (1) year of related field experience, and successfully pass the technician ASE exam. Passing scores may be held for up to two (2) years, allowing individuals additional time to provide proof of experience. One of many benefits to this certification is that it (1) allows individuals to enter the workforce with higher qualifications, which often leads to a higher pay; (2) distinguishes a higher level of training, competence, and education; and (3) shows mastery in
a variety of disciplines.

The Electronics Technology program prepares students for engineering degrees and certifications in Computer Science, while the Electrical Installation & Maintenance program prepares students to become licensed journeyman electricians, which usually takes approximately five (5) years of full-time electrical apprenticeship. The Carpentry and Facilities Engineering programs prepare students to be journeymen and independent licensed contractors in their fields.

**Demonstrates a Rationale:** Sufficient Native Hawaiian students face barriers to employment in high-skill, high wage, and in-demand careers due to low retention rates, limited exposure to emerging and high-wage career pathways, and lack of career readiness skills. This program aims to address these barriers, leading to improved outcomes for NH participants, their economic well-being, and community impact through the following objectives:

**Objective 1:** Increase the enrollment, retention, and completion of Native Hawaiians in CTE and STEM courses.

**Objective 2:** Integrate Hawaiian culture and trade-specific teaching that combines academics and professional studies to increase relevant knowledge and skills through participatory experience, while establishing important connections in the field. Increase career readiness and employability through creativity, problem solving, communication, professionalism, work ethics, and technical applications.

**Objective 3:** Increase employability through completion of industry recognized certifications, licenses, and/or degrees. Improve graduate outcomes through 6-month follow-up for continued higher education and/or employment status.

The following logic model provides a framework for program supports and services to address previously discussed educational disparities, needs, and areas of employment potential.
### Logic Model for the Kaʻiakaʻi Aʻo Internship and Workforce Service Program

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes - Impact</th>
</tr>
</thead>
</table>
| Kaʻiakaʻi Aʻo provides practical learning through interactive instruction and engagement activities through place-based learning and experiential projects that are conducive to high-skill, high-wage, and high-demand occupations with a focus on STEM and Trades vocational programs. | **Program Staff:**
- Principal Investigator (PI)
- Workforce Coordinator
- Support Assistant
- Lecturer/Mentors
**Funding:**
- Alu Like - Federal Grant
- KauaiCC administrative, operational costs/facilities
**Community:** Outreach to local high schools, Collaborative projects | **Components:** Outreach; Summer Course options; Trades-specific Tutoring; Counseling & Advising; On-Campus Internships; Off-Campus Externships; Mentorships; Lending Library; Workforce Services; Career Readiness; Portfolio; Mock Interviews; Industry Presentations; Career Fairs | **Performance Measures**
--Serve 50 students / year
--32/40=80% passing all Gen Ed and Vocational courses >C
--32/40=80% Retention rate
--29/32=90% Internship Completion rate (GPRA)
--28/32=87% Certification and/or Degree attainment rate
--24/28=85% Employment / continue in higher edu / milit
within 6m post-participation (GPRA) |
--Students will develop proficiencies in relevant industry skills through practical experiences.
--Student retention and graduation rates will increase.
--Graduates will be prepared and successfully enter the workforce.
--Economic uplift for graduates, their families, and community as a whole. |

**ASSUMPTIONS and EXTERNAL FACTORS:** Historically, Native Hawaiians have struggled with: low academic achievement, low socioeconomic status, low average income, health disparities, overrepresentation in low paying jobs.
<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective Outcome 1:</strong> Serve 50 Native Hawaiian participants annually, who are enrolled in CTE and STEM programs (GPRA)</td>
<td>Raw No.</td>
</tr>
<tr>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Participants enrolled in general education courses will pass</td>
<td></td>
</tr>
<tr>
<td>with a grade of “C” grade or better (Program)</td>
<td></td>
</tr>
<tr>
<td>Participants enrolled in vocational education courses will pass</td>
<td></td>
</tr>
<tr>
<td>with a grade of “C” grade or better (Program)</td>
<td></td>
</tr>
<tr>
<td>Participants will be successfully retained in program year (GPRA)</td>
<td></td>
</tr>
<tr>
<td><strong>Objective Outcome 2:</strong></td>
<td></td>
</tr>
<tr>
<td>Participants will successfully complete trade-related work</td>
<td></td>
</tr>
<tr>
<td>experience, service learning, co-op, and/or internship(s) (GPRA)</td>
<td></td>
</tr>
<tr>
<td>Engagement in career readiness activities (Program)</td>
<td></td>
</tr>
<tr>
<td><strong>Objective Outcome 3:</strong> Participants will receive industry certification(s) and/or degree (GPRA)</td>
<td></td>
</tr>
<tr>
<td>Participants will continue in higher education, advanced training, military, or employment in high skill, high wage, and in-demand occupations within six (6) months post-graduation (GPRA)</td>
<td></td>
</tr>
</tbody>
</table>
A4. The Proposed Project Builds on Related Efforts to Improve Outcomes as the aim for Ka’ika’i A’o Internship and Workforce Services builds upon the existing foundational concepts set forth by the pilot Ka’ika’i A’o Project and includes improved efforts that seek to:

- Improve transitional pathways from local public high school’s CTE programs and KauCC;
- Strengthen and improve the capacity to which mentors are able to serve the NH students;
  - Instructor / Mentor feedback
  - Evaluation of grades and previous progress trends
  - Increase retention through mentorship and internships
- Provide career development services and job placement assistance;
  - Career Readiness workshops
  - Portfolio: cover letter, resume, relevant documents for employment
  - Career Assessment and Mock Interviews
  - Vocational Enrichment workshops: relevant to specific Trade industries
- Remove barriers to participation through access to Lending Library of tools and supplies;
- Offer accelerated summer school courses in general education.

A5. Training or Professional Development Lead to Improvements in Practice

According to the American Institute of Research (2021), internships in “career and technical education (CTE) are a critical strategy for preparing youth and adults for future education and workforce opportunities. CTE allows students to combine learning with real-world experiences—and develop crucial academic, technical, and employability skills.” Furthermore, “CTE can also help address the increasing skills gap—a disparity between the skills jobseekers offer and the skills that employers need” (AIR, 2021). While student success largely depends on student participation, engagement, and comprehension, it is equally dependent on the quality of
instruction provided to the students from highly skilled mentors and instructors.

In order for instructors/campus mentors to provide up-to-date teaching and guidance in rapidly evolving industries, such as those in trades technology, which constantly modify equipment for efficiency and efficacy purposes, professional development and continuing education is essential. With continuous industry changes in technological advancements, professional development will improve and expand the quality of the career and technical programs for Native Hawaiian students and produce optimum student learner outcomes. To improve, expand, and modernize the quality of CTE programs, professional development training will be used to apply relevancy through place-based learning and internship projects for Native Hawaiian learners. Furthermore, professional development will provide enrichment opportunities to learn about current and emerging industry trends relevant to the classroom and will help instructors to better prepare students for the workforce and community needs.

To address professional development needs, all program staff will maintain professional development plans that are reviewed and updated annually with the P.I. Plans include developmental objective goals, action steps, training opportunities, and description of events to promote advancement of understanding by the staff member, in addition to completion dates and outcomes associated with training. All costs associated with professional development, e.g. registration fees and travel expenses, will be approved by P.I. prior to utilization of grant funding.

Receiving up-to-date training will help mentors to strengthen and build their skills in their respective fields and enable them to become better educators. Learning about industry changes, trends, and emerging tools used for the classroom and workforce will help both the instructor, staff, and students to become successful in their fields. It will also improve the
quality of work carried out by instructors, staff members, and students, provide a competitive edge in a rapidly changing industry, and work toward quality driven subject-matter mastery.

**B. QUALITY OF THE MANAGEMENT PLAN**

**B1. Adequacy of Management Plan to Achieve Objectives**

Project success relies heavily on data collection, which will be collected from a variety of sources, including Student Information Profiles, the University’s Banner System-wide Database, Student Participant Evaluations, project mentors, and STAR system reports. The project will also complete a thorough and formal annual and final report with an external evaluator to determine program effectiveness. These reports create a mechanism to measure project goals and invite dialogue to improve services.

As quantitative and qualitative data is collected for the project, the Workforce Coordinator and Principal Investigator (P.I.) will analyze the data to address the strengths and areas of improvement of the project and the student participant needs. Based on the results of the data collected, the Coordinator will collaborate with the Principal Investigator to implement corrective actionable measures. Data collected will analyze student performance measures, recruitment, retention, practice experiences, student completion, and transitional activities into higher education or the workforce.

The P.I. will review all data and collaborate with ALU LIKE, Inc.’s Program Specialists on a quarterly basis to measure program effectiveness, ensure that services fall within the scope of the grant, determine adequacy of resources, and implement any necessary corrective measures. The Coordinator will also work closely with KauCC faculty, staff, external community partners, and mentors to ensure program effectiveness. Feedback from external industry affiliates where students are placed in an internship is especially important because it
will help evaluate the efficacy of the current curriculum and its appropriateness to the industry needs. The following table of Milestones, Tasks, and Responsibilities Chart details the timeline associated with carrying out programmatic functions.

**B2. Time Commitments of Key Project Personnel Meet Objectives**

The Trades Division Chair, [redacted], will oversee the project activities as the P. I. and coordinator for the grant. The coordinator to ensure completion of all proposed activities according to the grant will implement and carefully monitor the project.

In order to advocate for an increase in participation of Native Hawaiian students, the Trades Technology division will have a designated staff member to strategically organize and perform outreach and recruitment efforts. This will be the Workforce Coordinator.

Moreover, the role of instructors is an essential component to successful teaching and learning outcomes. Instructors, who often mentor students on various projects, are experts in their industry. Through teaching, instructors and mentors impart their applied knowledge to students, while simultaneously assisting students with the learning process and application of knowledge. Mentors and support staff are the backbone of the Ka’ika’i A’o Internship and Workforce Services, and the reason experiential projects exist. Without the commitment and extensive guidance from mentors and the support staff members, the STEM / CTE Trades students would have limited educational opportunities. Proper preparation for engagement in completing competency-based tasks is vital to achieve effective practice and student success, and mentors ensure successful student learner outcomes.
<table>
<thead>
<tr>
<th><strong>Milestone/Tasks</strong></th>
<th><strong>Start &amp; Completion Dates</strong></th>
<th><strong>Responsible Staff</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct initial recruitment outreach to Native Hawaiian students with brochure/flyers, faculty/student orientation, classroom presentations, community meetings</td>
<td>September and January, annually</td>
<td>Workforce Coordinator, Program Support Asst.</td>
</tr>
<tr>
<td>Build a network of community partners (potential work experience sites, mentors, Native Hawaiian community leaders) to form positive professional relationships.</td>
<td>September – July, ongoing</td>
<td>Workforce Coordinator</td>
</tr>
<tr>
<td>Identify current NH students in programs eligible for resource support such as lending library access to tools, educational supplies, as well as internship project support</td>
<td>September – July, ongoing</td>
<td>Workforce Coordinator, Instructors / Mentors</td>
</tr>
<tr>
<td>Develop and implement internship/mentorship projects.</td>
<td>September – July, ongoing</td>
<td>Instructors / Mentors</td>
</tr>
<tr>
<td>Disseminate and collect mid-term evaluations and progress reports. Meet with students to discuss mid-term progress.</td>
<td>Oct and March annually</td>
<td>Workforce Coordinator, Instructors</td>
</tr>
<tr>
<td>Staff professional development and dissemination of learnings to staff and students as relevant</td>
<td>Sept – May, ongoing</td>
<td>All program staff, Annual review by P.I.</td>
</tr>
<tr>
<td>Complete end of the year progress reports.</td>
<td>July, annually</td>
<td>Workforce Coordinator</td>
</tr>
</tbody>
</table>
### Time Commitment of Key Personnel

<table>
<thead>
<tr>
<th>Name or Vacant</th>
<th>Position Title and Role</th>
<th>FTE</th>
<th>% Paid by Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trades Technology Division Chair Professor</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>AMT, Ka’ika’i A’o P.I.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workforce Coordinator</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Program Support Assistant</td>
<td>0.25</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Instructor EIMT</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>CAPR Instructor</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Associate Professor ETRO</td>
<td>1.0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>AMT Mentor/Lecturer</td>
<td>0.20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>CARP Mentor</td>
<td>0.20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>EIMT Mentor/Lecturer</td>
<td>0.20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>CARP/FENG Mentor/Lecturer</td>
<td>0.20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>FENG Mentor/Lecturer</td>
<td>0.20</td>
<td>100</td>
</tr>
</tbody>
</table>

### B3. Qualifications of the Principal Investigator, Key Personnel, and Project Consultants

Campus-based mentors are instructors/lecturers who currently teach in trades technology and are experts in their field. To be considered a mentor under Ka’ika’i A’o, the incumbent must show proficiency in the field and meet stringent qualifications, similar to the qualifications needed to apply for a lecturer position within the college. Table 3 shows the unique qualifications of key personnel dedicated to this project.
### Qualifications of Key Personnel and Project Consultants

#### Quality of Key Personnel:

<table>
<thead>
<tr>
<th>Name/Position</th>
<th>Title</th>
<th>Unique Qualifications to the Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.I. &amp; Chair of</td>
<td></td>
<td>27 year experienced educator&lt;br&gt;ASE and SAE Certified&lt;br&gt;Proficient in budget distribution of Trades Division programs, scheduling, curriculum updates, and faculty performance evaluations.</td>
</tr>
<tr>
<td>Trades Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workforce Coordinator</td>
<td></td>
<td>Educator (B.S. / M.Ed. / MAT)&lt;br&gt;12 years Coordinator experience&lt;br&gt;Manages community partnerships with schools and businesses&lt;br&gt;Develops strategies to market and recruit CTE traditional and non-traditional students.</td>
</tr>
<tr>
<td>AMT Lecturer Mentor</td>
<td></td>
<td>Educator of 8 years&lt;br&gt;Journeyman Automotive Tech of 35 years experience, ASE certified&lt;br&gt;Keeps course methods updated to current dealer training standards</td>
</tr>
<tr>
<td>CARP Lecturer Mentor</td>
<td></td>
<td>Journeyman Carpenter and General Foreman of 10 years’ experience.&lt;br&gt;Affordable Housing Project Leader&lt;br&gt;Certified to Teach CPR/First Aid&lt;br&gt;Industry Certs: Scaffolding, Forklift</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. ADEQUACY OF RESOURCES

C1. Adequacy of Support from the Applicant Organization

Kaua‘i Community College is committed to the success of the Native Hawaiian students through this program. Understanding that educational and vocational disparities exist among the Native Hawaiian population, the Chancellor and Trades Technology Division Chair fully support the initiatives of the Ka‘ika‘i A‘o Internship and Workforce Services as an approved Native Hawaiian Career & Technical Education Program (NHCTEP). Congruent to its mission statement, KauCC and its administration are committed to inspiring, engaging, and empowering “learners and educators to enrich our community and our world.”
C2. The Extent to which the Budget is Adequate and Costs are Reasonable

The cost of mentor salaries, fringe, and contractual services are in accordance to the UH system pay scale for faculty and lecturers. Mentor pay is determined by a combination of experience and education. Costs for supplies, materials, incidentals, and student support initiatives are projected in the budget for each program year. Travel and related costs are determined by state allocations. ALU LIKE, Inc. Specialists aid in overseeing the NHCTEP expenditures and overall program effectiveness. Additionally, ALU LIKE, Inc. will assist with budgetary adjustments, if necessary, and make recommendations accordingly.

C3. Commitment of each Partner to the Implementation and Success of the Project

Students enter each program at varying levels of skill and knowledge; some require more practice and instructional time to gain confidence and experience to build proficiency in a specified subject area. Mentors dedicate extra time to refine their craft through professional development and extensive training, so they can provide practical and meaningful experiences tailored to the student’s learning needs. Each staff member involved in Ka’ika’i A’o is committed to helping the underserved Native Hawaiian students succeed. This unparalleled level of commitment can be seen in the over 4,800 hours that mentors and students dedicated to internships during the Ka’ika’i A’o pilot period.
D. QUALITY OF THE PROGRAM EVALUATION

The P.I. will assess project activities and budgetary effectiveness through student/mentor feedback, instructors’ progress reports, and measuring student success, in collaboration with ALU LIKE, Inc. Specialists. Evaluations will compile and analyze the feedback to highlight strengths and areas of improvement regarding project activities. The Workforce Coordinator will work with the P.I. to provide analysis in terms project status, implement any improvement regarding activities, and make revisions as needed to increase student success. Data tracking and evaluations will be ongoing and assessed quarterly. The P.I. will also work with the Institutional Researcher on all data collected to interpret and address the strengths and areas requiring more support.

Data collection tools provided by ALU LIKE, Inc. include the Student Informational Profile (SIP) and Practice Experience Report (PER) database. Performance measures for critical program components, including measures to assess advising/mentoring services, such as career, community service, and cultural development activities, will be covered in the Resource Management Report (RMR), and used to continually assess and improve program components. Periodic review and external evaluation are applied to every CTE program in our consortia. Criteria for external evaluation are clear to ensure a quality evaluation. ALU LIKE, Inc. employs a monitoring, evaluation, and feedback system to inform how well CTE programs are being designed and delivered to students. Details as to the SIP, PER, and RMR tools follows in the ALU LIKE, Inc. evaluation section.
ALU LIKE, INC., CONSORTIA SERVICES PROVIDER

Founded in 1975, ALU LIKE, Inc. is a statewide, private, non-profit, multi-service, Native Hawaiian serving organization, in its 46th year, and received its IRS non-profit 501(c)(3) status for educational and charitable purposes on August 13, 1975. ALU LIKE stands for “working together”, and its Charter of Incorporation stated purpose is “to raise the economic, educational and social levels of underprivileged residents of the Hawaiian community” with a mission “to kōkua (assist) Hawaiian natives who are committed to achieving their potential for themselves, their families and communities.” ALU LIKE, Inc. is governed by a six-member volunteer Board of Directors, whereby all six are Native Hawaiian, and are affiliated as “persons who are recognized by members of the eligible Native Hawaiian community to be served as having a cultural relationship with that community,” and are representative of each island or district. The Board of Directors establishes organizational policies, and has ultimate fiduciary responsibility.

As a whole, ALU LIKE, Inc. annually administers approximately $9 million (2019 Audit Report) in federal, state, county, and private grants on projects focused on educational services in the areas of employment and job training, family literacy, financial literacy, at-risk youth prevention intervention services, comprehensive elder services, and career and technical education. ALU LIKE’s President/CEO and most project directors are Native Hawaiian. [Name] is Director of the Native Hawaiian Career and Technical Education Program (NHCTEP), which he has managed for twenty-five years, since 1996.

ALU LIKE, Inc. ensures high quality products and services in Career and Technical Education for Native Hawaiians, as they have administered versions of the Native Hawaiian Vocational as well as Career and Technical Education Programs for over 32 years. The Ka Ipu Kāʻeo department at ALU LIKE functions as an overarching framework from the Native
Hawaiian perspective; to advocate, sponsor, and guide initiatives of community-based projects. Ka Ipu Kāʻeʻo translates as “the full calabash,” whereby the figurative meaning is a symbol of prosperity and imbues abundance of knowledge. The Ka Ipu Kāʻeʻo staff collaborate with the sub-recipient partners through a Memorandum of Understanding-Consortium Agreement to expand and improve their projects with specific activities, grounded in best practices, to make career and technical education at high schools, community colleges, and adult training programs more effective for Native Hawaiian students.

**E1: Management:** The role of Ka Ipu Kāʻeʻo department at ALU LIKE has been as a consortium advisor for its projects, working together to shape new expansions of services, and serve as sounding board for continual improvements in the use of culture-based educational strategies. The consortium model has consistently shown its strength and value as staff are able to draw on over three-decades of program experiences, allowing staff to expand upon best practices and impart technical assistance that pertains to a specific program partner within the context of the larger consortium partners as a whole. This consortium model directs planning, assessment, and evaluation of technical education projects at the secondary, post-secondary, and adult training levels to create expanded and improved projects whose students’ outcomes ameliorate enrollment, retention, completion and graduation rates, and placement in employment opportunities or further higher education. For this grant, Ka Ipu Kāʻeʻo has organized sub-recipient project partners who have planned activities that expand and improve matriculation of students into their next higher level of education and career advancement. Each project is specified to provide a comprehensive mix of occupational instruction, support counseling, tutoring/mentoring, career pathways exposure, practical work experiences (including internship stipends, as appropriate), and capacity building support. The success of the projects are
grounded in best practices using cultural content, culture-based teaching styles, and cultural approaches for providing support services instilled with Native Hawaiian values, history, language, and traditions.

Ka Ipu Kāʻeo applies general, accepted management principles in order to ensure that objectives are met with all project partners (Uniform Guidance 2 CFR 200.22 – compliance with federal statutes and terms of sub-awards). The Scope of Work developed as part of its contract for services outlines the major components of the sub-recipient project’s design plan and notes its specific milestones as targets to achieve throughout the program year. Formal assessments involve the Ka Ipu Kāʻeo department Project Specialists interacting with the Project Coordinators and stakeholders in “talk story” discussions that note progress-to-date. Each assessment has key components as noted below. Adjustments and realignments for project improvements are made throughout the program year in pursuit of project outcomes. Major areas of discussion as noted consist of:

• Staffing Resources – professional development; budget for expenditures of student recruitment/demographic; student progress in coursework; programmatic activities
• Curriculum Guidance, including scope of work, data collection - student cultural activities and budget re-alignment as necessary
• Student Recruitment – including recruitment strategies and amplifying efforts
• Support Activities – student progress toward objectives, peer mentoring and tutoring, career portfolio development, graduating students and their continuing pursuits, Career Tree development, and information technology resources.
• Cultural Guidance – Native Hawaiian culture and values, dedicated social space, and completion of community-based activities, local practitioners.
• Administrative and Evaluation – Completion of Semiannual, Annual, and Final Performance Reports, quarterly data submissions, client file reviews, and expenditure reports.

Ka Ipu Kāʻeo ensures fiscal accountability among each of its sub-grantee partners. The projects maintain fiscal integrity through their fiscal administration system and an assistant, assigned to the projects within the CTE department, in turn interfaces with overall ALU LIKE, Inc. fiscal department. The assistant works closely with the director and specialists to maintain and ensure projects expenditures are allocable, allowable, and reasonable.

Consortium partners benefit from concerted efforts to increase industry-related technical skills, better connect students to practice experiences, and build bridges for successful transitions to the workforce, college, higher degrees, and economic self-sufficiency through occupations in sustainable and emerging careers in the global economy. External evaluation reports from the previous five program years show the ALU LIKE, Inc. Ka Ipu Kāʻeo NHCTEP Consortium has served over 1,929 participants, assisted the successful completion of 1,033 targeted internships, and supported attainment of 814 certifications and degrees. Ka Ipu Kāʻeo staff provide Consortium partners ongoing technical assistance, monitoring, and collaborative solutions, as well as cultural and professional development activities throughout the program year. As an example, to assist career development aspects for all projects the consortium provides access to the Career Tree Developed by TFS Results. This career development tool facilitates a robust planning culture. As part of consortium participant career development progress, the Career Tree makes relevant connections between education and career pathways, empowering participants to find their career direction sooner, so they can invest in further education wisely and purposefully. Overall, the design and purpose of the consortium serves to elevate all programs together to improve sharing of effective methods, such as recruitment and retention strategies, express
challenges in a supportive environment, and strive for continuous improvement through interactive partnerships.

The Ka Ipu Kā‘eo department maintains a partnership with not only the sole partner of this project but also with a consortia-of-the-whole. The consortia-of-the-whole, which includes other Ka Ipu Kā‘eo NHCTEP-granted projects, meets twice per program year to disseminate progress-to-date based on data, as well as share best practices and programmatic success strategies. Ka Ipu Kā‘eo also supports consortium-wide professional development events which serve to solidify the strength of the community of consortium project partners, improve communication and collaboration, and to advance the knowledge and ability of consortium members to serve their project participants. Professional development events include conferences and workshops of the Association of Career and Technical Education (ACTE), both local and national events. Other events made available previously to both ALU LIKE, Inc. and consortium partners include local professional development events held by the Hawaii-Pacific Evaluation Association (H-PEA), Native Hawaiian Education Association (NHEA), Design Thinking Hawaii, and the National Association for Workforce Improvement (NAWI). Moreover, to fully serve, not just the academic but also the cultural components of participants, Ka Ipu Kā‘eo hosts cultural workshops and speaker-events relevant to current needs of the consortium partners throughout the program year. These events serve as catalysts for individual project cultural integration, as well as unifying team-building to enrich the cooperation among consortium partners, and to improve overall participant services among all programs.

**E2. Data Collection:** Student data is gathered through data collection tools developed by ALU LIKE, Inc.’s internal evaluation team in coordination with an external evaluation team. The project maintains a Student Information Profile (SIP) and the Practice-Experience Report (PER)
(as applicable for internships), which collect relevant information to assess the progress of the project and student performance. The SIP reports demographic information/data, such as student’s identification information (visible only on program end), program specific identification number to provide an extra layer of security for identifiable student information, zip code, and age. The SIP also collects Government Performance Results Act (GPRA) academic information/data. GPRA data includes: secondary (high school) level participant students who meet or exceed State proficiency standards in reading/language arts and mathematics; CTE students who attain a secondary school diploma; students who attain CTE skill proficiency credentials in conjunction with a secondary school diploma; students who attain CTE skill proficiencies aligned with industry-recognized standards, and students who are placed in postsecondary, advanced training, military service, or employment in high-skill, high-wage, and in-demand occupations. These data are gathered and reported for the GPRA performance measures noted in the Federal Register for postsecondary projects and adult projects.

ALU LIKE, Inc. highly values data security and the protection of personal information. Only authorized personnel handle student data, which is secured via an internal network, with regular backup protocol and data corruption prevention systems employed at all times. Confidential protocols are always implemented with names, and personal identifiers are limited during the collection of data and excluded from the final reports. ALU LIKE, Inc. maintains a secure database of participant information that is firewall and malware protected at both the workstation and server levels.

**E3. Key Personnel:** Time commitments of key project personnel to meet objectives, and the quality of key personnel, with respective resumes, are expanded in the attachments section for this grant:
• Ka Ipu Kā‘eo Director, and Primary Principal Investigator, greater than 45 years in the educational field, 1.0 FTE

• Two (2) Specialists, focusing on curriculum, program evaluation, monitoring, and overall grant management, collectively with over 30 years in the educational and grant management field, 1.0 FTE each

• Administrative Assistant, greater than 15 years’ experience in the fiscal admin field, 1.0 FTE

**E4. Management of the Consortia Partnership:** ALU LIKE, Inc. has researched the need for, developed, secured funding for, and operated numerous educational programs for Native Hawaiian youth, including the Native Hawaiian Vocational Education Program, funded by the U.S. Department of Education, since 1986. ALU LIKE’s 1983 Native Hawaiian Education Assessment served as the justification for Congress to establish the Carl D. Perkins Act’s Section 116(h) set-aside for the Native Hawaiian Vocational Education Program and this Native Hawaiian serving organization. ALU LIKE, Inc., in compliance with Federal Register Vol. 86. No.11/Tuesday, January 19, 2021 / Notices, Page 5169, III, 1.(b) Consortium – Eligible applicants, has formed a written Memorandum of Understanding-consortia agreement (attached) with its partner organization Kauai Community College. Its role and responsibilities are to facilitate and guide the consortium relationship, ensure adherence to objectives and production of outcomes.

**E5. Consortia Services: Internal evaluation:** The Internal Evaluation Design Table below shows the project’s internal evaluation components, which in conjunction with ALU LIKE, Inc., provides an overview of forms/instruments, methods, sample style, and feedback mechanism...
used as part of the overall project evaluation. Included are numerous processes by which the
collection of student grades and periodic student file review are monitored by project staff as
well as ALU LIKE, Inc. Specialists. Surveys are conducted as applicable throughout the program
year to assess participant learning outcomes and additional methods by which to oversee project
implementation. Ongoing meetings and communication among project staff, as well as between
ALU LIKE, Inc. staff are maintained throughout the program year. Budgets are reviewed
monthly as submitted by the project to ALU LIKE, Inc. In this way expenditures are under
regular examination for accuracy, as well as appropriateness and timeliness of expenditures.

E6. Consortia Services: External evaluation:

The evaluation design includes elements to be performed by the ALU LIKE, Inc.
Specialists (internal evaluation component) as well as program evaluation to be carried out by
the External Evaluation Team. Both the internal and external components utilize mixed methods
(qualitative and quantitative techniques) and multiple data sources. The final report for each site
completed by the External Evaluation Team is organized around both a formative and summative
evaluation. Feedback is provided on a regular basis via the internal evaluation activities, while
quarterly and end-of-year feedback is provided by the External Evaluation report. The following
specific requirements as articulated and designed for ALU LIKE, Inc. NHCTEP consortium:

A) Be appropriate for the project and be both formative and summative in nature.

The External Evaluation report will include both formative (qualitative) and summative
(quantitative) sections. Student confidentiality is maintained in all evaluation deliverables.
Methods and interaction will also be carried out in a culturally appropriate manner that respects
the Native Hawaiian culture values of Kuleana (responsibility and accountability) and ‘Ike Loa
(continuous learning and education).
## INTERNAL EVALUATION DESIGN TABLE

<table>
<thead>
<tr>
<th>Component</th>
<th>Forms/Instruments</th>
<th>Methods</th>
<th>Sample</th>
<th>Feedback Mechanism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student File Review</td>
<td>Student Portfolios &amp; Attendance</td>
<td>Quantitative, Student Records</td>
<td>Native Hawaiian Students - Goals</td>
<td>Quarterly Reports</td>
</tr>
<tr>
<td>Satisfaction Surveys</td>
<td>Career Planning, Site Developed, Instructor</td>
<td>Qualitative, Mock Interviews, Cultural Events</td>
<td>Native Students – Business Sector</td>
<td>Monthly Reviews</td>
</tr>
<tr>
<td>ALI/Program Updates</td>
<td>Scheduling, Agendas</td>
<td>Qualitative, Open Communication, Talk Story</td>
<td>Health Programs Instructors</td>
<td>Weekly Communications Quarter</td>
</tr>
<tr>
<td>Student Information Profile (SIP)</td>
<td>Student Information Profile Excel Database</td>
<td>Quantitative; Collect Key Demographic &amp; Outcomes Info</td>
<td>Enrolled students, activities attended, grades received</td>
<td>Quarterly Submissions Semi-Annual updates to Consortium</td>
</tr>
<tr>
<td>Resource Management Report (RMR)</td>
<td>Excel Data Collection File</td>
<td>Quantitative; Collect Program Implementation Data</td>
<td>Program Components and Implementation</td>
<td>Quarterly Submissions with Specialist Review / Updates</td>
</tr>
<tr>
<td>Budget Review</td>
<td>Expenditure and Advance Reports ERAR</td>
<td>Quantitative, Collect Program Expenditures</td>
<td>Fiscal Units – Project &amp; Program</td>
<td>Monthly Reviews</td>
</tr>
</tbody>
</table>
The Evaluation reports provide critical recommendations to help each site improve its program for current and future students. All Evaluation personnel have extensive experience working in the Native Hawaiian community, and sufficient time is allocated by the Evaluation team to ensure a balanced evaluation that faithfully reflects annual progress. The formative section will gather, analyze and present data from all stakeholders (students, faculty/instructors, internship hosts, and consortium lead). Data will be collected from several sources: 1) student interviews, 2) program staff interviews, 3) site visits, 4) student program records, 5) semi-structure surveys with other key stakeholders, 6) student survey questionnaires, 7) internal implementation fidelity reports, and 8) internal progress reports. Written feedback from both open and closed-ended survey questions from ALU LIKE, Inc. staff for site specific progress will be used to triangulate conclusions for focused recommendations.

The summative section will present empirical findings based on data collected for the seven (7) performance measures, which include the 5 GPRA measures. Data sources will include the Student Information Profile (SIP), Practice Experience Report (PER) database, and the Student Follow-Up database. The summative section of the annual report will present a comprehensive analysis of the progress towards all performance measures and necessary explanation of the annual numerator and denominator as operationalized from the outcome. As appropriate, multi-variate analyses will be completed on different subpopulations with respect to student cohorts, gender, field of study, and age to identify any key disparities among students enrolled in the project. Recommendations produced by the report will be informed by both the formative and summative findings and will provide practical recommendations that can improve program implementation fidelity and increase key empirical outcomes.
Formative Evaluation Activities. The External Evaluation Design Table details the proposed activities, stakeholders, instruments, methods, time period and dissemination strategy for the formative evaluation. Key stakeholder data (students, program staff, internship hosts) will be collected primarily during the second half of the program year to ensure that sufficient exposure to the program intervention has been attained. A key component of the formative (qualitative) report will be the review and analysis of the project fidelity tool developed explicitly for ALU LIKE, Inc., known as the Resource Management Report (RMR). The RMR meticulously tracks the type of each activity (e.g. provision of CTE career workshops) is planned, implementation goals (e.g. delivery of 4 workshops per semester), degree to which activities are implemented successfully during the year (e.g. 5 workshops delivered; 125% of goal), and the reach of the activity (30 out of 40 students (75%) attended 1 or more workshop). The RMR is structured in six domains (Staffing, Curriculum, Recruitment/Retention, Support-Guidance, Support-Cultural, and Administrative) with up to six elements under each category tailored to the unique program activities and services of each site.

Summative Evaluation Activities. Also illustrated in the External Evaluation Design Table, summative evaluation activities focus on the collection, input and review (quarterly, annual) of student data collected throughout the year, from databases including the Student Information Profile (SIP), Practice Experience Report (PER), and Follow-up report which allows for the completion of follow-up performance measures from prior years. Progress towards each outcome is compared to annual goals set by site as proposed in grant application.

B) Include the following data collection areas:

1) Collection and reporting of the performance measures for NHCTEP that are identified in the Performance Measures section of this notice. Data will be collected, reviewed, and computed to
allow for the calculation of the seven (7) key performance measures identified. Numerical and percentage goals calculated and any sources of bias provided as caveats for the reader. Reports will compare performance measure progress with previous year. Follow-up data (3 months and 6 months post-program) will be included when available on subsequent annual report.

2) Qualitative and quantitative data with respect to: Comprehensive participant data including

i) Academic/Career/Technical competencies – Milestones: industry certification, related training certifications, secondary or post-secondary degree, employment placement and retention, internship participation and completion and any other program specific CTE/STEM milestone. Documentation verifying attainment kept in each student’s confidential file.

ii) Gender Analysis – Key milestones will be analyzed by gender to ensure equity. Student interviews will address any equity concerns by either female or males in each project.

iii) Job/Work Skill Attainment – Participation and completion of all forms of job/work skills training including apprenticeships, work-study programs, internships, and skill attainment.

iv) Collection of activity data and dissemination of recommendations –RMR file records all planned activities and results/ attendance. Recommendations for improving and/or modifying activity implementation are addressed. Recommendations are disseminated in two primary ways: 1) Program Staff receive a copy of the final report that contains a comprehensive list of recommendations, and 2) Program Staff meet with ALU LIKE, Inc. Specialists to discuss and develop follow-up action plans for continual improvement.

(v) The number and percentage of students who obtained industry-recognized credentials, certificates, or degrees - Collected as part of the Student Information Profile (SIP) database.

(vi) The outcomes of students' technical assessments, by type and scores –posted as provided.

(vii) The rates of attainment of a proficiency credential or certificate, in conjunction with a
secondary school diploma – Calculated for each site as part of the primary GPRA outcomes.

(viii) Overall effectiveness of the project – Data presented showing any association between program delivery and outcomes. The program is guided by theory well-supported in the literature on the impacts of academic and cultural supports on increased educational outcomes.

(ix) Dissemination of Results – see (iv) above. Reports are also made available to the Principal Investigator of the project for internal assessment or enhancement of other programs as pertinent.

(x) Impact of Project on Students – GPRA outcomes. 3-and-6-month post-program follow-ups. Qualitative data from student interviews provides context to impact.

The Quality of Evaluation Conducted by an External Evaluator: Consulting:

Principal Consultant holds a Ph.D. in Social Welfare from the University of Hawaii and a Masters in Sociology from the UNC-Chapel Hill. He has 20+ years’ experience providing research methodology consultation, data analyses, and evaluation designs for large federal research projects awarded by NIMH, NSF, DOE and HUD. has 15+ years’ experience working in non-profit administration in the State of Hawaii, including extensive experience working with Native Hawaiians and other underserved populations.

Consultant is Director of the Writing Center at the UH-Mānoa (UHM,) and an Assistant Professor in the English Department, having a Ph.D. in English with an emphasis in Composition and Rhetoric. She has over 10+ years’ experience focusing on pedagogical approaches designed to enhance student retention and success rates, with a specific focus on Native Hawaiian and Pacific Islander students. She implements the qualitative data collection components of the evaluation report, including student interviews. Resumes are included for both as evidence for strength and quality of proposed external evaluation.
## External Evaluation Design Table

<table>
<thead>
<tr>
<th>Component</th>
<th>Instruments</th>
<th>Methods</th>
<th>Sample/Time</th>
<th>Feedback Mechanism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORMATIVE DESIGN ELEMENTS/ACTIVITIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Interviews</strong></td>
<td>Interview w/Semi-structured survey (12 to 14 questions)</td>
<td>Qualitative survey. Face-To-Face/Phone/Zoom, min 30 minutes per student</td>
<td>10 students; random selection; spring semester</td>
<td>End-of-year analysis in Final Report. Conference debriefing</td>
</tr>
<tr>
<td><strong>Student Survey</strong></td>
<td>Closed-ended survey on program experience</td>
<td>Email dissemination; Survey Monkey.</td>
<td>All students at each site</td>
<td>Assess Findings, End-of-year analysis in Final Report.</td>
</tr>
<tr>
<td><strong>Program Staff Interview</strong></td>
<td>Open-ended survey (12 to 14 questions)</td>
<td>Qualitative survey; self-administered. Written.</td>
<td>Program staff; spring semester.</td>
<td>Compile Interviews, End-of-year analysis in Final Report</td>
</tr>
<tr>
<td><strong>Site Visit</strong></td>
<td>Physical Site Visit; Interview. Min 2 hours</td>
<td>Observational; Staff Interview. Min 2 hours</td>
<td>Once per year; spring semester</td>
<td>Assess Findings, End-of-year analysis in Final Report.</td>
</tr>
<tr>
<td><strong>Student File Reviews</strong></td>
<td>File component check-list</td>
<td>Content review of student files.</td>
<td>Each student interviewed (10);</td>
<td>Assess Findings, End-of-year analysis in Final Report.</td>
</tr>
<tr>
<td><strong>Consortium Staff Questionnaire</strong></td>
<td>Open- and close-ended survey (15-20 total)</td>
<td>Qualitative; self-administered</td>
<td>All key staff; end of year</td>
<td>End-of-year triangulation in Final Report</td>
</tr>
<tr>
<td>Resource Management Report (RMR)</td>
<td>Excel database file; List of all planned program activities</td>
<td>Qualitative and quantitative review of progress on all activities,</td>
<td>Analysis quarterly of 6 domains and 25 components</td>
<td>Quarterly feedback review. End-of-year analysis in Final Report</td>
</tr>
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<tr>
<td><strong>Mid-year and End-of-year reports</strong></td>
<td>Site written reports</td>
<td>Report review</td>
<td>Program is Unit of Analysis</td>
<td>Mid-year and End-of-year feedback</td>
</tr>
</tbody>
</table>

**SUMMATIVE DESIGN ELEMENTS/ACTIVITIES**

<table>
<thead>
<tr>
<th>Student Information Profile (SIP)</th>
<th>Database containing key student demographic and program output data</th>
<th>Quantitative calculations. Means, %, Range, Freq. Input by Site Staff</th>
<th>On-going</th>
<th>Quarterly review for quality assurance. End-of-year analysis in Final Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Experience Report (PER)</strong></td>
<td>Excel database containing key PER data fields</td>
<td>Quantitative; Input by Site Staff;</td>
<td>On-going.</td>
<td>Quarterly review for quality assurance. End-of-year analysis in Final Report</td>
</tr>
<tr>
<td><strong>Follow-Up Database</strong></td>
<td>Excel database with prior year finalized data</td>
<td>Quantitative; Input by Site Staff;</td>
<td>First and Second quarters</td>
<td>Mid-Year Report; End-of-year analysis in Final Report</td>
</tr>
<tr>
<td><strong>Computation of 7 Performance Outcomes</strong></td>
<td>Student Information Profile (final report) data</td>
<td>Quantitative calculations Description: Means, %, Range, Frequencies.</td>
<td>All enrolled students</td>
<td>Full write up in Final Report</td>
</tr>
</tbody>
</table>


