I. DESCRIPTION OF PROPOSED PROJECT

A. Quality of the Project Design

(1) Will create and offer activities that focus on enabling participants to obtain skills necessary to gain employment in high-skill, high-wage, and in-demand occupations in emerging fields or in a specific career field. ......................................................... 1

(2) Reflects up-to-date knowledge from research and effective practice. ................... 10

(3) Is appropriate to, and will successfully address, the needs of the target population or other identified needs. ................................................................. 18

(4) Will integrate with or build on similar or related efforts to improve relevant outcomes, using existing funding streams from other programs or policies supported by community, State, and Federal Resources. ......................................................... 19

(5) Training or professional development services to be provided are of sufficient quality, intensity, and duration to lead to improvements in practice. ......................... 20

B. Quality of the Management Plan & Project Personnel

(1) Adequacy of the management plan to achieve objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones. ...................... 22

(2) Encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. ................................................................. 24

(3) Time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives. ............... 25

(4) Qualifications, including relevant training and experience, of the project director or principal investigator, key project personnel, and project consultants or subcontractors. ................................. 26
C. Adequacy of Resources

(1) Adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization ........................................ 27

(2) Budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project ........ 29

(3) Relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project .................................................. 30

D. Quality of the Project Evaluation

(1) Methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible ................................................................. 30

(2) Methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes ............................... 33

III. ABSOLUTE PRIORITY

Demonstrates a rationale .................................................................................. 34

IV. COMPETITIVE PREFERENCE PRIORITY

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VI. BIBLIOGRAPHY
I. DESCRIPTION OF PROPOSED PROJECT

Applicant Hui No Ke Ola Pono (HNKOP) proposes a U.S. Department of Education Native Hawaiian Career and Technical Education (CTE) Program project titled, *Kealaho‘imai: CTE Pathways for Returning to Health and Wellness*. In close partnership with Maui County’s only postsecondary institution, University of Hawaii Maui College (UHMC), Kealaho‘imai will prepare 376 Native Hawaiian participants over the five-year project period to enter skilled, in-demand occupations within well-paying, local healthcare and wellness industries. As reflected in the name *Kealaho‘imai*, representing the path we return to, HNKOP and UHMC aspire for participants to return/give back to their communities by working within their careers and workplaces towards the collective goal of reviving *ola pono* (*well-being, a thriving life*) for the Native Hawaiian people. By developing a highly skilled and culturally competent workforce, Kealaho‘imai will contribute to HNKOP’s mission to improve the health status of Native Hawaiians by empowering present and future generations to be their own health advocates, while bridging traditional Hawaiian values, beliefs, and practices with modern healthcare.

II. SELECTION CRITERIA

A. Quality of the Project Design

(1) The extent to which the services to be provided by the proposed project will create and offer activities that focus on enabling participants to obtain skills necessary to gain employment in high-skill, high-wage, and in-demand occupations in emerging fields or in a specific career field.

**Occupational Outlook.** Kealaho‘imai’s proposed CTE project activities will focus on preparing Native Hawaiian participants to enter high-skill, high-wage occupations and career pathways to meet the labor market needs of Maui County’s in-demand healthcare and wellness industries. Among all sectors of Maui’s economy, healthcare and social assistance is projected to
generate the highest number of new jobs (1,460 positions) and expand the most (by 20.3%) over the current 10-year period. These industries have also proven to be remarkably recession-resistant, as evidenced by the 150 healthcare/social assistance jobs added during the last economic downturn from 2008 to 2010 when most other industries contracted significantly and overall employment in Maui County fell by nearly 10%.

Much of the anticipated growth in the local healthcare sector can be attributed to an aging population, whereby elderly ages 65 and older will represent 23% of Hawaii’s population in 2030, as compared to only 8% in 1980. In its 2016 Comprehensive Economic Development Strategy, the County of Maui has also identified the opportunity to promote wellness tourism as a growing industry such as through retreat centers and a wider availability of preventative health services that would benefit both the local economy and residential population, such as massage therapy and fitness training. Yet the same strategy document recognized that higher educational programs and career opportunities available to local residents are limited, which has resulted in a “brain drain” especially among the 15 to 24-year old group that consistently moves away from Maui County to attain the necessary certifications and experience to develop a successful career.

Table 1 on the following page summarizes Maui County data for the occupations that Kealaho‘imai will target, and includes the number of annual job openings, projected 10-year growth rate, and median annual wage for each. All of these occupations are expected to expand at rates that exceed the forecasted 7.3% job growth rate for Maui’s overall economy from 2016-2026. In addition, these occupations offer median annual wages that exceed the ALICE (Asset Limited, Income Constrained, Employed) survival budget wage of $32,904 for a single adult in Maui County with the exception of the Community Health Worker occupation, which closely approaches it at $30,500. Most notably, five of these eight occupations have been designated by the State of Hawaii’s Department of Labor and Industrial Relations as “best jobs opportunities”
for Maui County based on characteristics of positive job creation, above average employment growth rate, and above average median annual wage\(^1\).

**TABLE 1: Maui County Projections for Kealoho‘imai Supported Occupations**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Annual Job Openings</th>
<th>10-year Increase in Positions</th>
<th>Median Annual Wage</th>
<th>Designated as Maui County’s Best Job Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Assistant</td>
<td>80*</td>
<td>11.2%*</td>
<td>$37,710</td>
<td></td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>50</td>
<td>11.0%</td>
<td>$91,120</td>
<td>✓</td>
</tr>
<tr>
<td>Massage Therapist</td>
<td>40</td>
<td>17.8%</td>
<td>$73,460</td>
<td>✓</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>30</td>
<td>23.6%</td>
<td>$38,420</td>
<td></td>
</tr>
<tr>
<td>Substance Abuse &amp; Behavioral</td>
<td>20</td>
<td>21.6%</td>
<td>$45,940</td>
<td>✓</td>
</tr>
<tr>
<td>Disorder Counselor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Health Worker</td>
<td>20</td>
<td>24.1%</td>
<td>$30,500</td>
<td></td>
</tr>
<tr>
<td>Fitness Trainer &amp; Aerobics</td>
<td>10</td>
<td>11.9%</td>
<td>$45,740</td>
<td>✓</td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td>24.3%</td>
<td>$75,310</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Source:** Hawaii State Dept. of Labor & Industrial Relations, Research & Statistics Office, 2019

*Data not available, so Maui County’s home health aide annual openings and the *statewide* nursing assistant 10-year growth rate and annual median wages are listed as proxies.

**Project Activities.** Kealoho‘imai will serve 376 Native Hawaiian participants over the five-year project period through the following major activities: (a) improved delivery of six
health and wellness CTE programs leading to recognized postsecondary credentials; (b) creation of a pre-health careers academic preparation program and TEAS exam preparation course to expand equitable access to health sciences Associate degree programs with competitive admissions; and (c) integration of seven evidence-informed project components/services designed to enhance participant access, persistence, and success.

**Health and Wellness CTE Programs.** Table 2 depicted below and continuing on the next page summarizes Kealoha‘imai’s six proposed CTE programs of study and applied learning. Each program is listed with its target minimum number of participants to be served over the five-year project period, total number of credits or non-credit course hours, number of work-based learning hours, and the associated recognized postsecondary credential.

<table>
<thead>
<tr>
<th>CTE Program</th>
<th># Served over 5 Years</th>
<th>Credits/ Course Hours</th>
<th>Work-based Learning</th>
<th>Recognized Postsecondary Credential*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nurse Aide Certification Program</td>
<td>64</td>
<td>162 hours</td>
<td>100 hours</td>
<td>Certified Nurse Aide, State of Hawaii</td>
</tr>
<tr>
<td>2. Massage Therapy Licensing Program</td>
<td>48</td>
<td>600 hours</td>
<td>150 hours</td>
<td>Licensed Massage Therapist, State of Hawaii</td>
</tr>
<tr>
<td>3. Dental Assisting Certificate Program</td>
<td>24</td>
<td>88 hours</td>
<td>100 hours</td>
<td>Certificate of Competence, UHMC</td>
</tr>
<tr>
<td>4. Personal Fitness Trainer Certification Program</td>
<td>24</td>
<td>380 hours</td>
<td>optional 100 hours</td>
<td>Certified Personal Trainer, American Council for Exercise</td>
</tr>
<tr>
<td>CTE Program</td>
<td># Served over 5 Years</td>
<td>Credits/Course Hours</td>
<td>Work-based Learning</td>
<td>Recognized Postsecondary Credential</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>---------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>5. Substance Abuse Counseling I &amp; II Certificate Programs</td>
<td>16</td>
<td>18 credits</td>
<td>6 Credits</td>
<td>Certified Substance Abuse Counselor, State of Hawaii</td>
</tr>
<tr>
<td>6. Community Health Worker Certificate Program</td>
<td>16</td>
<td>15 credits</td>
<td>3 Credits</td>
<td>Certificate of Competence, UHMC</td>
</tr>
</tbody>
</table>

(1) **Nurse Aide Certification Program.** **Description:** Prepares nurse aides to work under the supervision of a RN or LPN to care for acute, semi-acute, or convalescent clients in hospitals, long-term care facilities, or home settings. **Requirements:** (a) 8 hours of CPR, First Aid, & AED certification; (b) 60 hours of lecture/classroom learning activities; (c) 60 hours of practical skills training in a simulation lab; (d) 35 hours of clinical experience; (e) 6 written exams; (f) documented proficiency in 60 nurse aide competencies outlined by the State of Hawaii Department of Human Services; and (g) 100 hours of work-based learning in a supervised healthcare setting, required if participant is neither employed nor continuing in further postsecondary education. **Recognized Postsecondary Credential:** State of Hawaii Certified Nurse Aide (CNA) earned through passing a two-part, written and clinical skills exam. **Number of Participants:** 64. **Local Need:** Hiring demand for CNAs on Maui consistently outpaces the available workforce. This hybrid program may occasionally be delivered in remote East Maui, Molokai, or Lanai to enable participation among underserved residents of those areas.

(2) **Massage Therapy Licensing Program.** **Description:** Provides knowledge and skills for safely and skillfully applying soft-tissue manipulations to treat pain, improve range of motion,
reduce stress, and promote relaxation. Licensed Massage Therapists may find work with spas, fitness centers, athletic teams, chiropractor and physical therapy clinics, or be self-employed. 

Requirements: (a) 8 hours of CPR, First Aid, & AED certification; (b) 50 hours of coursework on human anatomy, physiology, and structural kinesiology; (c) 100 hours of in-class theory and demonstration including client assessment, techniques for specific conditions, contraindications, hygiene, draping, record keeping, and business practices; (d) 270 hours of supervised practical training spanning Swedish, lomilomi (traditional Hawaiian massage), orthopedic, sports, and spa-based massage treatments; (e) 150 hours of work-based learning in an on-campus student massage clinic; (f) evaluation of 12 therapeutic massage competencies; and (g) midterm and final exams. Recognized Postsecondary Credential: State of Hawaii Licensed Massage Therapist earned through passing a written exam. Number of Participants: 54. Local Need: Three other private massage schools operate on Maui, however their enrollment anecdotally consists of a low percentage of Native Hawaiians, and only one participates in federal financial aid programs. Kealaho‘imai recently created UHMC’s massage therapy licensing program and graduated a pilot cohort of 15 as part of HNKOP’s first NHCTEP award received for FY2018-2020.

(3) Dental Assisting Certificate Program. Description: Provides knowledge and instruction in basic dental operatory and laboratory skills required for entry-level dental assisting positions. Requirements: (a) 8 hours of CPR, First Aid, & AED certification; (b) 80 hours of lecture, practical training in a simulation lab, and clinical rotation at local dental practices; (c); evaluation of 7 competencies such as room set-up/breakdown, instrument processing, syringe set-up/breakdown, FMX, impressions, whitening trays, and chair side assistance; (d) final exam; and (e) 100 hours of work-based learning in a supervised oral healthcare setting, required if participant is neither employed nor continuing in further postsecondary education. Recognized Postsecondary Credential: Dental Assisting Certificate of Competence from UHMC (the State of Hawaii does
not regulate credentialing of Dental Assistants). **Number of Participants:** 24. **Local Need:** No other dental assisting training programs exist on Maui.

(4) **Personal Fitness Trainer Certification Program.** **Description:** Prepares participants for entry-level positions at fitness clubs, health and wellness centers, school athletic programs, or through self-employment. **Requirements:** (a) 8 hours of CPR, First Aid, & AED certification; (b) 280 hours of online coursework on the role/scope of personal trainers, evidence-based exercise fundamentals, client-centered approach, fitness assessments/program design, modifications for clients with special considerations, and professional, legal, and business guidelines; (c) 56 hours of synchronous instruction and review; (d) 18 hours of introductory martial arts demonstrating how to effectively apply group fitness techniques; and (e) 18 hours of weight training mechanics and conditioning. **Recognized Postsecondary Credential:** Certified Personal Trainer from the accredited American Council for Exercise, earned through passing an online exam. **Number of Participants:** 24. **Local Need:** No other certified personal trainer education programs are known to exist on Maui. Kealaho’imai is currently piloting UHMC’s first personal fitness trainer certification cohort as part of HNKOP’s first NHCTEP award received for FY2018-2020.

(5) **Substance Abuse Counseling I & II Certificate Programs.** **Description:** Develops prevention, intervention, and treatment knowledge and skills needed to serve diverse substance abuse populations. Competencies are developed across 12 Core Functions outlined by the State of Hawaii Alcohol and Drug Abuse Division including: screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, referral, report and record-keeping, and consultation with other professionals. **Requirements:** (a) HSER 140: Intro to Counseling & Interviewing (3 credits); (b) HSER 268: Alcohol & Drug Education (3 credits); (c) HSER 194: Seminar & Fieldwork I (3 credits); (d) HSER 245: Group Counseling (3 credits); (e) HSER 270: Substance Abuse Counseling (3
credits); and (f) Seminar & Fieldwork II (3 credits). **Recognized Postsecondary Credential:** State of Hawaii Certified Substance Abuse Counselor (CSAC). **Number of Participants:** 16. **Local Need:** No other CSAC educational programs exist on Maui. A distance learning option will enable participation among underserved residents of remote East Maui, Molokai, and Lanai.

6) **Community Health Worker Certificate Programs.** **Description:** Prepares community health workers, also known as outreach workers or health navigators, to serve as valuable members of healthcare teams in order to improve access to care and ensure that services are culturally appropriate. Participants will gain the core skills needed to connect with diverse populations and promote healthy communities. **Requirements:** (a) HSER 101: Community Health Worker Fundamentals (3 credits); (b) HSER 140: Intro to Counseling & Interviewing (3 credits); (c) HSER 248: Case Management; (d) HSER 194: Seminar & Fieldwork I (3 credits); and (e) CHW 135: Health Promotion/Disease Prevention. **Recognized Postsecondary Credential:** Community Health Worker (CHW) Certificate of Competence from UHMC (the State of Hawaii does not regulate credentialing of Community Health Workers). **Number of Participants:** 16. **Local Need:** No other CHW educational programs exist on Maui. A distance learning option will enable participation among underserved residents of remote East Maui, Molokai, and Lanai.

**Pre-Health Academic Preparation Program.** Kealaho‘imai’s second major project activity will address academic barriers for gaining admission into Associate in Science degree programs in nursing and dental hygiene. Underrepresentation in higher education is a persistent challenge for many indigenous groups, which is reflected by the only 20% of UHMC’s nursing and dental hygiene majors in 2020 who were Native Hawaiian, compared to the 28% of Maui’s population that identifies alone or in part as Native Hawaiian/Other Pacific Islander. One former Kealaho‘imai participant recently gained acceptance into UHMC’s nursing program only after a third year of applying and retaking pre-requisite courses.
Kealaho‘imai will work to expand equitable access to competitive Associate degree programs educating students to become Registered Nurses, Dental Hygienists, or other entry-level health professions (medical assistant, phlebotomy technician, physical therapy assistant, pharmacy technician) that can be pursued by students who later transfer out of UHMC. A new academic preparation program creating learning communities among a total of 104 pre-health students over the five-year project period will provide robust supplemental instruction for these challenging pre-requisite courses for health sciences educational pathways:

- Human Anatomy and Physiology I: PHYL 141 (3 credits) and PHYL 141 Lab (2 credits)
- Human Anatomy and Physiology II: PHYL 142 (3 credits) and PHYL 142 Lab (2 credits)
- General Microbiology: MICR 130 (3 credits) and MICR 140 Lab (2 credits)
- Introductory Statistics & Probability: MATH 115 (3 credits)

To promote academic success in these rigorous science/math content areas, participants will be enrolled in these four courses (plus associated labs) over the span of one year—taking one course at a time during each of UHMC’s four total semesters/summer sessions. Throughout the year, pre-health students will also be offered personalized guidance and resource navigation with an emphasis on (a) understanding the pre-requisites, application process, and scoring criteria for the health science degree program that they are seeking admission into; (b) accessing various types of financial aid; (c) accessing resources on campus; and (d) gaining relevant paid work experience, which is scored favorably for UHMC’s nursing/dental hygiene admissions.

**TEAS Exam Preparation Course.** Kealaho‘imai will also develop and implement a new 25 hour prep course that will equip pre-nursing students to perform well on the Test of Essential Academic Skills (TEAS), which is a standardized exam used by U.S. nursing schools to assess applicants. A total of 80 pre-nursing students over the five-year project period will be enrolled in the TEAS exam prep course, which has been identified as a major need by counseling staff.
who advise UHMC’s pre-nursing students. The prep course will provide access to the testing company’s study package and exam, help participants with creating a study plan and study tools, develop participants’ test-taking skills, and review content for the four knowledge areas tested on the TEAS exam (reading, math, science, and English/language usage).

(2) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

In order to enhance access, persistence, and success among Native Hawaiian participants, Kealaho‘imai’s third major project activity will focus on integrating seven evidence-informed components/services into its project design.

(1) Eliminating Financial Barriers. A 2003 study conducted by the University of Southern California for Kamehameha Schools (a private secondary school system dedicated to the education of over 6,900 students of Hawaiian ancestry) determined from surveying 376 alumni that financial aid “significantly increased the likelihood that students will complete college” and “this result clearly overshadowed other important variables such as high school grades and family responsibilities”7. A more recent 2019 systematic review of 71 quasi-experimental studies on interventions intended to reduce inequality in higher education confirmed that financial aid consistently increases graduation rates of disadvantaged students, but only improves enrollment rates when the amount of money provided is substantial enough to cover unmet need8.

In alignment with this evidence, Kealaho‘imai will ensure that participants do not have to pay any out-of-pocket costs to enroll in any of the CTE programs or services involved in this project. NHCTEP award funds will be efficiently utilized to cover direct costs (instruction, course supplies/learning materials) associated with delivering these specially designed CTE programs to cohorts of participants who will move through required coursework on the same timeline. Participants will also be offered additional financial aid navigation services to help with
pursuing further postsecondary education or addressing unmet financial needs. By eliminating financial barriers in these ways, Kealohi’imai seeks to provide equitable opportunity for the target population of Native Hawaiians to access high-quality CTE instruction and academic preparation services, as well as minimize financial pressures that could interfere with participants completing their higher educational journeys or attaining their industry-recognized professional credentials.

(2) Flexible Programming. A 2020 research report using data on 2.6 million students from 114 colleges in the California Community College system determined that greater program flexibility—based on a summary measure of variation in each program’s courses’ availability, scheduling, and delivery type—is associated with higher numbers of students both enrolling in and completing CTE programs. Kealohi’imai will incorporate a great degree of flexibility into the delivery of its CTE programs, all of which will be scheduled on a part-time basis at default, in order to accommodate UHMC’s nontraditional student population which takes classes part-time (66.4%) usually while working and/or attending to family members.

Scheduling for Kealohi’imai’s non-credit nurse aide, massage therapy, dental assisting, personal fitness trainer, and TEAS exam prep programs may easily be changed up from one cohort to the next, including by offering accelerated full-time programs if the demand exists, modifying the total length of the program, varying class meeting times between days and nights/weekends, and incorporating distance learning. Such flexibility will allow Kealohi’imai to maximize enrollment among target subpopulations with different scheduling needs throughout the five-year project period. In addition, instructional “make-up” hours will be budgeted into these non-credit CTE programs to ensure that participants who have valid excuses for absences (medical reasons, family emergencies/bereavement, limited work conflicts) will be able to complete all training hours required for State-regulated licenses/certifications. Although credit
CTE programs will be restricted to typical semester/summer session schedules, project staff will work with instructors to set class meeting times that accommodate nontraditional students and offer distance learning options for those who do not have time to commute to campus from remote areas of Maui or live on the underserved neighboring islands of Lanai and Molokai.

(3) Cultivating Sense of Belonging and Social Support through Cohorts. A 2020 report on Native Hawaiians and Pacific Islanders (NHPI) in Higher Education cited that the NHPI student experience involves managing a cultural duality in which they “may be constantly trying to find a balance in their identity at home and educational institutions, where values are often conflicting with one another.” A 2012 book chapter on indigenous populations in higher education highlighted the same theme, which emerged from qualitative responses gathered from a sampling of Native Hawaiian students at the University of Hawaii’s largest campus in Manoa. Students shared that “home life was completely different from here [on campus]…the two worlds didn’t seem to intertwine with each other at all” and how “culture shock” was experienced when one student realized that her new peers did not know anything about Hawaii (a factor that may also apply to instructors with limited experience of the local culture).

A 2011 summary report on the factors influencing retention in higher education published by Kamehameha Schools’ Research & Evaluation Division elucidated theoretical models of student persistence in educational systems where dominant mainstream culture and values marginalize indigenous students. Social (along with academic) integration into the institution, is necessary for persistence to occur according to Tinto (1975), while Tierney (2004) asserts that students should not have to set aside their home identity when furthering their education—colleges can facilitate forms of social support linking academic and social integration, such as through learning communities and cohorts. These theories align well with evidence that fostering a sense of belonging on campus promotes Native Hawaiian students’ persistence to degree completion.
Kealaho‘imai will structure all of its CTE programs to be delivered through cohorts so that participants have greater opportunity to develop supportive peer relationships, engage in collaborative learning, and feel welcomed/included in the educational setting rather than isolated.

(4) **Supplemental Instruction and Learning Strategies Workshops.** Supplemental instruction is an academic support intervention comprised of sessions that merge review of content with exposure to effective learning strategies, engaging activities, and facilitation of peer learning between students taking a challenging course\(^{14}\). A 2010 publication in the Review of Educational Research journal found that nine years of literature was consistent with claims validated by the U.S. Department of Education “that participation in supplemental instruction is correlated with higher mean grades, lower failure and withdrawal rate, and higher retention and graduation rates”\(^{15}\). A more recent study published in 2021 also validated that supplemental instruction led to higher course grades and retention, with the strongest correlation observed for underrepresented racial minorities and students who attended at least five sessions\(^{16}\).

Through a new partnership with UHMC’s The Learning Center, Kealaho‘imai will integrate supplemental instruction into its project design. Depending on the level of sophistication of academic content involved, peer or professional tutors will be hired to help clarify content; review course material with participants; create study tools; and suggest strategies for studying, keeping organized, managing time, and navigating educational technology. Study groups facilitated by these tutors will be structured into program schedules and one-on-one tutoring sessions will be offered as well. As participants wait for their applications for certification/licensing exams to be processed, additional review and test-taking skills sessions will be offered.

The Learning Center Director will also lead workshops for Kealaho‘imai participants using a “Studying Strategically” curriculum, which focuses on developing advanced learning skills to help students perform well in college courses. Participants will be taught how to make
information learnable through a four-step study cycle that facilitates sticky learning, so that they can study smart and get better results from studying in less time. Topics covered include training your brain; the study cycle; basic and advanced listening, reading, and notetaking; the flipped approach; planning and organizing; and identifying and using resources. Workshops will be scheduled at strategic points throughout the cohorts, such as the week prior to classes starting, the first few weeks into the program to help students make a plan and transition, and after classes end as participants prepare to begin studying to sit for their credentialing exams.

5) Personalized Guidance and Resource Navigation. A 2019 systematic review of 71 quasi-experimental studies on interventions intended to reduce inequality in higher education found that individualized guidance and support (such as with understanding and completing college and financial aid applications) was effective at increasing enrollment of disadvantaged students, while general outreach and passive dissemination of useful information was not9. Furthermore, a 2010 report by the Pacific Policy Research Center suggested mentoring relationships as one strategy to better provide the supportive environments needed by Native Hawaiian students, whereby a well-trained mentor could provide educational/career goal setting and appraisal, emotional and psychological support, and referrals to appropriate resources, while serving as a role model and cultural link between the institution and student17.

Kealoha‘imai will dedicate a full-time College & Career Navigator position to serve as a trusted relationship for participants within the higher educational setting. The College & Career Navigator will offer guidance and facilitate access to resources to meet participants’ individual needs related to exploring educational and career pathways, enrolling in higher education, securing financial assistance, finding work-based learning placements, submitting documentation to attain professional credentials, searching for and applying to jobs, overcoming socio-emotional or motivational barriers, and navigating social services systems to meet basic needs
should they arise (types of resource navigation are further detailed on pages 18-19.

(6) Career Pathway Approach. The career pathway approach is defined as intentionally structured industry/occupational-focused curriculum, inclusive of student supports, with multiple on and off ramps for pursuing living-wage jobs. A 2017 analysis of 16 studies of large-scale career pathway initiatives meeting rigorous federal criteria found significant outcomes for career pathway systems that: (a) enabled students to attain industry-valued credentials, (b) consisted of employer and education partnerships, (c) conferred college credit through skill/work-based learning, and (d) included advising, financial assistance, and job placement.

Kealoha‘imai will integrate all of the above elements. CTE programs to be offered may complement one another as stackable credentials (such as Community Health Worker and Substance Abuse Counselor, or Massage Therapist and Personal Trainer), or provide long-term career pathways (such as from Certified Nurse Aide to Registered Nurse, and Dental Assistant to Dental Hygienist). By leveraging HNKOP’s networks in the local healthcare and wellness sector, Kealoha‘imai will be also able to coordinate work-based learning placements with employers in the community health, substance abuse rehabilitation, long-term healthcare, dentistry, and fitness and wellness industries. A student massage clinic will be run on the UHMC campus in order to provide massage therapy participants with valuable work-based learning experience.

(7) Placing Participation in CTE within Larger, Culturally Meaningful Contexts. Because Hawaiian perspectives on learning tend to be constructed around relationships and emphasize context, the final key component to be integrated into the project involves contextualizing participants’ CTE journeys within familial, historical, cultural, and community perspectives that broaden their sense of purpose. Connecting to a purpose beyond one’s self, and in ways that are meaningful within the culture and strong social fabric of participants’ Native Hawaiian communities, will help participants to sustain the motivation and resilience needed to
follow through with their educational commitments and overcome challenges as they arise.

As identified in 2012 through a qualitative study of the Native Hawaiian student experience at University of Hawaii at Manoa, students discovered meaning in “setting the bar high” for their siblings, cousins, and wider community by participating in higher education, which was “for the betterment of us, yes. But it’s also for the betterment of our people.” Others were inspired by being able to “study ourselves” through culturally relevant learning that shined a light on the greater significance behind daily practices embedded in their way of life, reflecting that such learning “validated our lives.” Further research cited by Kamehameha Schools found that “mattering to the college environment” or the “experience of others depending on us, being interested in us, and being concerned with our fate” was associated with student persistence.

All Kealaho‘imai participants are currently required to undergo a cultural orientation course prior to starting any classes, along with occasional follow-up cultural lessons. HNKOP’s Traditional Practices Coordinator develop this instruction as part of his role to “indigenize” HNKOP’s services by embedding cultural understandings and practices across the organization. Participants gain an understanding of indigenization; learn about the historical trajectory of Native Hawaiian health and reflect on its current state, including its staggering health disparities but also its strengths in cultural perspectives/traditional practices; and develop a keen awareness about their potential to serve as healers with their families and communities. Important connections are made between participants’ CTE journeys and these broader contexts, which validate their lives/culture and instill a sense of “mattering” as they pave the way as role models while pursuing professions that contribute to the betterment of their indigenous community.

Table 3 summarizes the contribution of all seven evidence-informed project components/services to Kealaho‘imai’s overall theory of action or logic model.
<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- NHCTEP funding</td>
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<tr>
<td>- HNKOP’s healthcare/wellness industry expertise, partnerships, work-based learning supervisors</td>
</tr>
<tr>
<td>- UHMC’s accreditation, faculty, facilities, One Stop, The Learning Center, qualified instructors and tutors</td>
</tr>
<tr>
<td>- CTE curriculum aligned with industry competencies</td>
</tr>
<tr>
<td>- Capable Project Director and College &amp; Career Navigator</td>
</tr>
<tr>
<td>- Professional development</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Strategies &amp; Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 6 postsecondary CTE programs improved/delivered</td>
</tr>
<tr>
<td>- 2 academic prep programs created for pre-health majors</td>
</tr>
<tr>
<td>- Eliminate financial barriers to enrollment &amp; credentialing</td>
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<tr>
<td>- Flexible scheduling/delivery</td>
</tr>
<tr>
<td>- Cohorts, sense of belonging</td>
</tr>
<tr>
<td>- Supplementary instruction, learning strategies workshops</td>
</tr>
<tr>
<td>- Personalized guidance and navigation of resources</td>
</tr>
<tr>
<td>- Career pathway approach</td>
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<tr>
<td>- Cultural contextualization</td>
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<table>
<thead>
<tr>
<th>Outputs:</th>
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<tbody>
<tr>
<td>- 376 Native Hawaiians enrolled in 31 CTE cohorts</td>
</tr>
<tr>
<td>- Individual educational, career, and basic needs met</td>
</tr>
<tr>
<td>- Improved student engagement/satisfaction, course completion rates</td>
</tr>
<tr>
<td>- Short-Term Outcomes:</td>
</tr>
<tr>
<td>- 6 types of recognized postsecondary credentials attained by graduates</td>
</tr>
<tr>
<td>- More equitable access to competitive health science Associate degree programs</td>
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<table>
<thead>
<tr>
<th>Intermediate Outcomes:</th>
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<tbody>
<tr>
<td>- Increased employment and advancement opportunities in well-paying occupations</td>
</tr>
<tr>
<td>- A skilled workforce meets the needs of (and integrates cultural competencies into) growing healthcare/wellness industries</td>
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</table>

<table>
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<tr>
<th>Long-Term Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Enhanced financial stability and health status of Native Hawaiian families</td>
</tr>
<tr>
<td>- Wider availability of high-quality healthcare/wellness services across Maui County</td>
</tr>
</tbody>
</table>
The extent to which the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

According to the 2021 Ka Huaka‘i: Native Hawaiian Educational Assessment just released by Kamehameha Schools, compared with other major ethnic groups in Hawaii, Native Hawaiians face the highest rates of unemployment and financial insecurity, suffer disproportionately from chronic illness, are more likely to report poor mental health, make up the largest share of the State’s incarcerated population—and as is common among many indigenous groups, “these conditions are rooted in the persistent effects of historical trauma and oppression”.

In light of these conditions, participation in higher education is comparatively low among the Native Hawaiian target population, as evidenced by the 53% of Native Hawaiians who have not enrolled in any postsecondary education (compared to 45% of the general U.S. population) and 50% of Native Hawaiians who leave college without earning a degree.

By making CTE programming available within Maui County and designing it specifically with Native Hawaiian participants in mind, Kealaho‘imai will address the long-term needs of the target population by providing pathways to expand their long-term career prospects, which is linked with greater financial stability and associated improvements in material and overall well-being. The seven evidence-informed project components/services discussed in the previous section are designed to meet the medium-term needs of participants by improving their access to and persistence within proposed CTE programs. Participants’ short-term needs will especially be addressed through the personalized guidance and resource navigation to be delivered by the College & Career Navigator. Examples of potential navigation services include helping participants attain: health clearances mandated by the State for enrollment in higher education as well as required by some CTE programs (tuberculosis test, proof of immunizations); prior approval of their criminal history from state officials who regulate credentialing in certain
industries; financial subsidies for childcare; food assistance and SNAP benefits; financial help for education or work-related transportation and clothing/footwear costs; emergency housing; and a variety of HNKOP’s preventive health services including adult and pediatric primary care, oral healthcare, confidential mental health services, lomilomi (traditional Hawaiian massage), exercise and wellness classes, access to fresh produce, and cultural immersion.

(4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using existing funding streams from other programs or policies supported by community, State, and Federal Resources.

HNKOP’s project staff will be physically located within and serve as a major component of UHMC’s on-campus One Stop Career and Education Resource Center (One Stop), which will enable sharing of office space, knowledge, data, recruiting channels, standard operating procedures, and professional networks with similar grant-funded workforce education programs.

UHMC’s One Stop currently also houses the Ku‘ina program, which utilizes Workforce Innovation and Opportunity Act funding funneled through the County of Maui; the State of Hawaii funded HINET program (Hawaii Nutrition Employment and Training); and the Hana Lima program, which is another federally funded NHCTEP project led by the Native Hawaiian Education Association. Both Ku‘ina and HINET offer financial assistance for expenses like food, transportation, and educational supplies that can benefit project participants and will complement Kealaho‘imai’s funding for CTE instruction, academic support, and credentialing fees.

Development of the One Stop was also initially funded in part by UHMC’s Title III program and continues to be supported by their staff, who have extensive experience in and responsibilities for supporting Native Hawaiian student success on campus.

Many of Kealaho‘imai’s proposed CTE programs will be administered under UHMC’s
non-credit Office of Extended Learning & Workforce Development (ELWD), which provides further opportunities to leverage other workforce education initiatives and funding streams. Kealaho‘imai is able to connect participants to ELWD’s Career Link office, which offers job preparation resources such as cover letter and resume services and often has funding to provide stipends for students completing unpaid work-based learning. For the first two years of the five-year project period, collaboration is also planned with the University of Hawaii system’s new federal grant-funded Reimagine Workforce program, which will develop and fund paid, industry-recognized apprenticeships for ELWD’s students which can include Kealaho‘imai’s nurse aide, dental assisting, and personal trainer participants.

Kealaho‘imai will also continue to participate in community-based workforce development initiatives as they arise. For example, Kealaho‘imai project staff readily participated when the One Stop was called upon by UHMC’s Chancellor and community partners to create a workforce needs assessment surveying Maui County’s employers. Kealaho‘imai also recently came through with extensive effort when called upon to collaborate with Kamehameha School’s Community Strategies team and community partners to deliver its Nurse Aide Certification program to 11 participants in the underserved rural area of East Maui to ensure better care for elderly residents in the remote region—a need spurred by COVID-19.

(5) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice.

Because paying for college was commonly cited as “the most challenging and stressful aspect of college enrollment” among Native Hawaiian students in a 2012 survey\(^{12}\), a major component of Kealaho‘imai’s professional developments efforts will focus on developing project personnel’s knowledge of and ability to navigate federal financial aid, scholarships, and other
direct assistance programs available for higher education students. The College & Career Navigator and Project Director will seek in-depth training from UHMC’s financial aid office during the initial period project, then consult with their staff on an on-going basis as individual participant needs arise. Extensive networking and training from need-based services on campus and service providers throughout the community will also be carried out in order to ensure up-to-date knowledge and protocols for referring participants to other financial assistance resources.

HNKOP’s team of Clinical Psychologists will train the College & Career Navigator and Project Director (as well as any other interested personnel) in motivational interviewing, which is a client-centered counseling approach and set of communication techniques to promote intrinsic motivation for behavior change. In addition, while instructors, teaching assistants, and tutors will not be expected to assist participants directly with navigating resources, they will be trained on how to identify participants in need of additional resources to meet educational, career, or basic needs and when to refer participants to the College & Career Navigator.

UHMC maintains its own robust professional development program offering a wide variety of seminars open to instructors and staff throughout the year. Such professional development opportunities span cultural competencies, teaching pedagogy, classroom management, distance learning strategies, educational technology, leadership, safety and compliance, and self-care/stress management. Therefore, Kealaho‘imai will focus its resources on enabling its instructors to meet their highly individualized professional development needs through participation in continuing education and/or conferences to be agreed upon between the instructor and Project Director. Finally, the Learning Center Director will oversee on-going professional development for tutors to equip them with strategies for engaging students, asking questions, cultivating a comfortable learning space throughout their supplementary instruction sessions, and creating study tools.
B. Quality of the Management Plan & Project Personnel

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing the project tasks.

Tables 4 through 6 outline detailed management plans with regard to the project’s start-up phase; annual calendar; and one cycle of cohort implementation. Key tasks, personnel responsible, timelines, and milestones are identified. The start dates/schedules for each CTE cohort will be staggered to ensure not to overwhelm the workloads of project staff.

<table>
<thead>
<tr>
<th>TABLE 4: Start-up Management Plan</th>
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<tbody>
<tr>
<td><strong>FY2021 Timeline</strong></td>
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<tr>
<td>Oct-Nov</td>
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<td>Oct-Dec</td>
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<td>Nov-Feb</td>
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<td>Jan-Mar</td>
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<tr>
<td>Jan-Mar</td>
</tr>
<tr>
<td>Timeline</td>
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<td>-------------------</td>
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</table>
| continuous        | **Task**: Monitor progress towards project objectives  
|                   | **Milestone**: Annual and semi-annual programmatic and financial reports submitted on time           | Project Director      |
| monthly           | **Task**: Provide fiscal oversight and justification for UHMC subaward expenditures  
|                   | **Milestone**: UHMC’s invoice for subaward expenditures received by HNKOP by the 15th day of the next month | UHMC Extramural Services Center |
| 3 times per year  | **Task**: Process hiring paperwork for casual hire instructors, teaching assistants, and tutors  
|                   | **Milestone**: All casual hire personnel hired before the start of the fall, spring, and summer appointment periods | UHMC Extramural Services Center |
| quarterly         | **Task**: Quality monitoring and improvement  
|                   | **Milestone**: Feedback from instructors, teaching assistants, tutors, work-based learning supervisors, and participants collected continuously and analyzed quarterly | Project Director      |
| annually          | **Task**: Allocate appropriate portion of faculty/lecturer salaries/fringe benefits to grant account  
|                   | **Milestone**: Allocation completed before instruction begins                                        | UHMC Extramural Services Center |
| annually          | **Task**: Analyze and disseminate evaluation findings  
<p>|                   | <strong>Milestone</strong>: Evaluation report finalized by Sept 30                                              | External Evaluator    |</p>
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Key Tasks and Associated Milestones</th>
<th>Personnel Responsible</th>
</tr>
</thead>
</table>
| 4 months prior to start of classes | **Task:** Develop and/or make improvements to curriculum  
**Milestone:** Syllabus and course schedules finalized 3 months prior; curriculum finalized 1 month prior to start                                                                 | Instructors                                 |
| 3 months prior to start of classes | **Task:** Conduct outreach, marketing, and intake to recruit  
Native Hawaiian participants  
**Milestone:** Enrollment targets met one week prior to start                                                                                                                   | College & Career Navigator,  
Project Director                             |
| 1-3 months prior to start continuously during cohort | **Task:** Procure course supplies and instructional materials  
**Milestone:** All items received 2 weeks prior to start                                                                                                                          | HNKOP Fiscal Department                    |
| continuously during cohort | **Task:** Deliver high-quality CTE instruction and academic support services  
**Milestone:** Course completion targets met                                                                                                                                       | Instructors,  
Tutors, TLC Director                        |
| at end of cohort | **Task:** Administer surveys to participants and work-based learning supervisors  
**Milestone:** De-identified survey results provided to Project Director within 2 months after end of cohort                                                                 | External Evaluator                          |
| after cohort | **Task:** Assist participants with enrolling in further postsecondary education or attaining employment  
**Milestone:** GPRA performance measure met                                                                                                                                 | College & Career Navigator                 |

(2) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
HNKOP and UHMC are equal employment opportunity institutions committed to fair employment practices and a policy of nondiscrimination on the basis of race, color, religion, ethnicity, ancestry, national origin, citizenship, veteran or military status, sex or gender (which includes gender identity or gender expression), sexual orientation, pregnancy, marital status, age, or disability. This policy governs all aspects of employment including selection, hiring, and providing reasonable accommodations to meet the needs of a diverse group of clients and staff. Both organizations’ Human Resources (HR) departments monitor, coordinate, and recommend actions to ensure policy compliance. UHMC’s HR department also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes, while HNKOP employs a full-time Traditional Practices Coordinator who embeds cultural sensitivity across the organization including through weekly, one-hour long trainings attended by all staff. As a community-based organization charged with caring for the health of Native Hawaiians, the applicant HNKOP is further committed to an affirmative policy of hiring and advancing employment of qualified persons from traditionally underrepresented groups, such as Native Hawaiians. Additional steps are emphasized in the hiring process, such as advertising positions widely to attract applicants from diverse backgrounds, approving diverse screening committees, as well as offering interviews via distance methods, if necessary, to increase inclusivity.

(3) The extent to which the time commitments of the project director, principal investigator and other key project personnel are appropriate and adequate to meet the objectives.

Kealaho‘imai’s Project Director will commit 80% time (0.8 FTE), which is appropriate and adequate to manage all aspects of the project, since additional in-kind leadership support will be available from HNKOP’s Director of Operations and UHMC’s Chancellor as needed along with in-kind financial management support from HNKOP’s Director of Finance and UHMC’s Director of Office of Extramural Funding. The College and Career Navigator will commit 100%
time (1.0 FTE) to serve an expected annual caseload of 80 participants, while maintaining close communication with UHMC instructors and tutors who will also be providing direct services and developing rapport with participants. Some participants will present higher levels of needs to address than others, and the Project Director will assist with the College and Career Navigator’s caseload as necessary. UHMC’s counseling department, Office of Financial Aid, and One Stop staff will also support the work of the College and Career Navigator.

(4) The qualifications, including relevant training and experience, of the project director or principal investigator, key project personnel, and project consultants/subcontractors.

**Applicant Principal Investigator Qualifications:**

HNKOP’s Director of Operations, is a highly capable executive leader with over two decades of management experience at three local non-profit health systems. **Has** an extensive track record of success with expanding operational capacity and optimizing effectiveness across healthcare organizations, and possesses a Master of Business Administration and BA in Public Administration with a specialization in Healthcare Management.

**Subaward Principal Investigator Qualifications:**

appointed UHMC Chancellor in 2014, has a doctorate of education degree from the University of Southern California and two decades of high-level administration experience at the University of Hawaii system. **Has** garnered and overseen more than $50 million in county, state, federal and private funds to support various initiatives that have contributed to unprecedented enrollment growth, financial aid access, service to underrepresented groups, and overall student success.

**Project Director Qualifications:**

is a dedicated professional with a decade of experience in the local non-profit sector, who has served over two years as HNKOP’s Kealaho‘imai Project Director. Her background includes grant-writing and management at a large federally-qualified health center with diverse community and cultural initiatives, along with
program coordination and resource development for a statewide youth development/green jobs workforce development organization. [redacted] possesses a Master of Public Administration with a specialization in Non-profit Management from the University of Hawaii at Manoa.

**College & Career Navigator Qualifications:** (a) BA/BS in Education, Counseling, Psychology, Social Work or related social science field, with MA/MS preferred; (b) two years of work experience in social services or education; (c) experience with serving students, adult learners, or incumbent workers and Native Hawaiian, low-income, and/or diverse populations; (d) familiarity with navigating higher education and community resources; and (e) demonstrated ability to develop rapport and sustain supportive relationships with clients.

**Instructors’ Qualifications.** (a) MA/MS in field of academic instruction, or BA/BS in field of CTE instruction, and/or industry-recognized credentials as appropriate; (b) three years of field/work experience; (c) two years of teaching experience; (d) familiarity with factors affecting the educational and career progress of adult learners; and (e) experience working with Native Hawaiian, low-income, and/or diverse populations.

**Lead External Evaluator Qualifications:** (a) Ph.D. in Education, Counseling, Psychology, Education Administration, Sociology, or related research/administration fields; (b) five years of experience providing external evaluation of projects; (c) experience evaluating Department of Education grants preferred; and (d) knowledge of research issues related to higher education and Native Hawaiian, low-income, and/or diverse populations.

**C. Adequacy of Resources**

**(1)** *The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.*

Applicant HNKOP is a non-profit, community-based health center with a focus on improving the health of Maui’s Native Hawaiian residents in a culturally-appropriate manner. As
one of five Native Hawaiian Health Care systems created under federal legislation, HNKOP manages an annual budget of $5.3 million, with the majority of the organization’s funding consistently sourced from a federal grant awarded by the U.S. Health Resources and Services Administration. A total of 45 HNKOP employees provide a wide breadth of health services, including a primary care clinic for adults, a pediatric clinic, an oral healthcare clinic, behavioral health services, a lomilomi (traditional Hawaiian massage) clinic, an Ornish lifestyle medicine program, a gym with exercise classes and fitness services, a café that provides healthy and affordable meals, health education and outreach, enabling services such as transportation assistance and health insurance navigation, and cultural immersion and wellness programs.

**Facilities, Equipment, and Supplies.** HNKOP will commit healthcare facilities and equipment utilized to deliver the above mentioned services to the proposed project as needed, in addition to entering into a subaward agreement with UHMC, which will provide the classroom, laboratory, computer lab, and student massage clinic spaces necessary for CTE instruction. UHMC will also make on-campus office space, office furniture, and telecommunications services available to HNKOP’s project staff. HNKOP will procure all training supplies and learning materials needed for the proposed CTE courses. HNKOP will also procure/maintain an inventory of laptops to loan to participants without access to their own educational technology.

**Relevant Industry Experience and Partnerships.** HNKOP will utilize its extensive network throughout the local healthcare industry as well as community of non-profit service providers to help with identifying employers who can host work-based learning opportunities for Kealaho’imai participants and/or hire recent graduates. As a healthcare provider and employer in itself, HNKOP will be able to supervise work-based learning participants, such as community health worker interns under its healthcare worker team, substance abuse counseling interns under its behavioral health team, nurse aide interns under its Registered Nurses, dental assisting interns.
under its oral healthcare team, and personal fitness interns under its exercise specialist and Ornish lifestyle medicine team. HNKOP will also offer consultation and assistance with managing UHMC’s student massage clinic to enable work-based learning, while generating revenue to sustain UHMC’s massage therapy program, thereby requiring less federal NHCTEP funds to be used for this particular CTE program. Lastly, HNKOP will be able draw on its experience with conducting outreach to Native Hawaiian and disadvantaged individuals with poor access to healthcare to help to lead effective recruitment efforts for the project.

(2) The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

The budget is adequate, as it reflects estimated project costs based on a detailed forecasting of cohort schedules for Kealaho’imai’s various CTE programs over the entire five-year project period. Total annual costs average $416,271 but differ year to year for a few reasons. Cohort start/end dates do not align exactly with the start/end dates of the NHCTEP annual performance period. Some CTE programs are scheduled to run every other year or go on hiatus during a particular year, in order to: (a) prevent saturating the recruitment base, (b) manage appropriate workloads for project staff, (c) offer a wider variety of programming to the target population, and (d) accommodate instructors’ teaching duties for other programs.

The budget, serving a total of 376 participants over the five-year project period, is reasonable based on the target population’s identified barriers, scale of project objectives, quality of project design, wide scope of participant support services to be delivered, and intended outcomes as outlined in the performance measures. On average, the budget requires $5,536 per participant, which is a worthwhile investment for conferring valuable postsecondary credentials requiring robust education and training, including State-regulated or industry-recognized licenses.
and certifications. This project is also significant in that it focuses on preparing participants to enter occupations in local health and wellness industries, which offer living wages (refer to Table 1), very healthy job growth projections, and multiple pathways to career advancement.

(3) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

UHMC is Kealaho‘imai’s sole partnering educational entity and maintains accreditation from the WASC Senior College and University Commission. As Maui County’s only postsecondary institution, UHMC is of paramount relevance and importance to the proposed project. High-level administrative support and dedication to Kealaho‘imai is demonstrated by Chancellor Dr. Lui Hokoana’s willingness to serve as principal investigator for UHMC’s subaward. In addition, UHMC’s Dean of Arts & Sciences, Extended Learning & Workforce Development Director, The Learning Center Director, and Human Services program faculty have all been consulted for this grant application and are committed to the proposed project.

A signed memorandum of understanding (MOU) between HNKOP and UHMC is attached and outlines both entities’ commitment and responsibilities with regard to the proposed activities and objectives in this application. As outlined in the MOU, UHMC commits to: hiring, training, and supervising CTE instructors; developing/improving CTE curricula when necessary; delivering academic learning support services to participants; providing necessary facilities as previously mentioned; supporting efforts to recruit Native Hawaiian participants; and complying with regular fiscal and programmatic reporting and performance evaluation requirements.

D. Quality of the Project Evaluation

(1) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
Table 5 outlines the project’s overarching objectives and quantitative performance measures that are to be tracked continuously and reported on semi-annually. Ample qualitative data may also be drawn from case notes and evaluation surveys.

<table>
<thead>
<tr>
<th>TABLE 5: Project Objectives and Performance Measures</th>
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<tbody>
<tr>
<td><strong>Objective 1:</strong> Expand Native Hawaiians’ access to CTE programs leading to recognized postsecondary credentials in the health and wellness industries.</td>
</tr>
<tr>
<td><strong>Performance Measure 1a:</strong> 6 postsecondary CTE programs offered each year at no out-of-pocket enrollment cost to participants, among the following:</td>
</tr>
<tr>
<td>- Nurse Aide Certification</td>
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<td>- Massage Therapy Licensing</td>
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<tr>
<td>- Community Health Worker Certificate</td>
</tr>
<tr>
<td>- Substance Abuse Counseling I/II Certificates</td>
</tr>
<tr>
<td><strong>Performance Measure 1b:</strong> A minimum total enrollment of 80 participants served across all postsecondary CTE programs will be achieved each year.</td>
</tr>
<tr>
<td><strong>Objective 2:</strong> Improve the academic and student experiences of Native Hawaiians enrolled in postsecondary CTE programs.</td>
</tr>
<tr>
<td><strong>Performance Measure 2a:</strong> 90% of participants will report satisfaction with the quality and availability of instruction, supplementary instruction, and learning strategies workshops.</td>
</tr>
<tr>
<td><strong>Performance Measure 2b:</strong> 90% of participants will report feeling a sense of belonging and/or widening/deepening their sense of purpose throughout their postsecondary CTE journey.</td>
</tr>
<tr>
<td><strong>Objective 3:</strong> Meet the individualized career, educational, and basic needs of Native Hawaiians pursuing careers in the health and wellness industries.</td>
</tr>
<tr>
<td><strong>Performance Measure 3a:</strong> 60% of participants will receive assistance with placement in work-based learning, attaining jobs, or continuing in further postsecondary education.</td>
</tr>
</tbody>
</table>
**Performance Measure 3b:** At least 8 types of personalized guidance and resource navigation services will be accessed by participants each year such as:

- General college and career guidance
- College application/enrollment assistance
- Financial aid and scholarship navigation
- Individualized tutoring and study assistance
- Transportation assistance
- Childcare assistance
- Food assistance
- Placement in work-based learning
- Job search assistance
- Professional credentialing assistance
- Psychological counseling
- Healthcare and wellness services
- Housing assistance
- Public assistance programs

**Performance Measure 3c:** 90% of participants will report satisfaction with the level and quality of personalized guidance and resource navigation services made available to them.

**Objective 4:** Strengthen Native Hawaiians’ persistence within as well as continued achievement beyond their postsecondary CTE programs of study.

**Performance Measure 4a:** An average 85% passing/completion rate will be achieved across all CTE courses delivered to participants.

**Performance Measure 4b:** 80% of participants enrolled in CTE programs leading to a recognized postsecondary credential will earn a college certificate and/or industry-recognized certification/license.

**Performance Measure 4c:** 90% of participants will agree that they are more likely to attain a job in their field of study as a result of their participation in the Kealohi‘imai project.

**Performance Measure 4d:** 75% of participants will remain enrolled in postsecondary education, undergo advanced training, or be employed within 3 months after successful program exit (or after earning an industry-recognized certification/license, if applicable).
Progress towards meeting project objectives and performance measures will be assessed by the Project Director on an on-going basis using multiple methods of data collection including:

1. **Participant surveys** to gather anonymous feedback at the end of each CTE course for each cohort, and again upon exit once participants have finished their CTE program’s full sequencing of courses and other requirements

2. **Supervisor surveys** to gather anonymous employer feedback after each work-based learning placement;

3. **Check-ins** with instructors, teaching assistants, tutors, and The Learning Center Director at minimum on a quarterly basis to discuss what may and may not be going well;

4. **Online anonymous feedback form** that will be made available for any project stakeholders to submit at any time;

5. **Enrollment, retention, and completion reports** generated by UHMC’s instructors or administrative support staff;

6. **Case notes** maintained by the College & Career Navigator for tracking industry-recognized credentials attained post-program and educational/employment status at three months after exit.

If significant quality improvement opportunities or issues arise, focus groups involving current or existing participants, project personnel, or employer partners may be facilitated by the Project Director and/or external evaluation team. Lastly, the project team will establish and maintain a culture that values both humility and excellence in order to promote open lines of communication with all project stakeholders and continual learning/improvement.
III. ABSOLUTE PRIORITY

Demonstrates a rationale means a key project component included in the project’s logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcome.

The evidence behind Kealaho‘imai’s seven key project components/services is discussed extensively throughout the Research and Effective Practice response on pages 10-17. This includes theoretical foundations and experimental findings from peer-reviewed research that inform the project’s rationale and demonstrate why the project design is likely to improve access, persistence, and success among Native Hawaiian CTE program participants.

IV. COMPETITIVE PREFERENCE PRIORITY

Promoting Science, Technology, Engineering, or Math (STEM) Education.

This project will promote access to and achievement in postsecondary STEM education, including through rigorous anatomy/physiology, microbiology, and math pre-requisites required for admission into competitive health science degree programs. Nurse aide and dental assisting participants will learn important basic knowledge in the healthcare sciences, while massage therapist and personal fitness trainer participants will be educated in kinesiology and exercise sciences. Supplementary instruction will be provided for all of these challenging content areas.

V. APPLICATION & PROGRAM REQUIREMENTS

(1) Authorized Programs

This project complies with the authorized program requirement by proposing to carry out activities that “will improve career and technical education programs” as defined by Perkins V (20 U.S.C. 2302(5)). As described in detail in the Project Activities response on pages 3-10, Kealaho‘imai’s CTE programs reflect: (1) “organized educational activities offering a sequence of courses” that: (a) provide “rigorous academic content and technical knowledge and skills
needed to prepare for…high-skill, high-wage, or in-demand industry sectors or occupations,” (b) result in a “recognized postsecondary credential”, (c) and “may include pre-requisite courses”.

The same section also outlines the types of (2) “work-based or other applied learning” to be facilitated for each program. After the initial year of implementation and if opportune conditions occur, this project will consider (3) coordinating with secondary education programs either at Kamehameha Schools or local public high schools to deliver CTE programs deemed appropriate for an early college target population. UHMC has experience engaging local secondary students in early college programs and in order to pursue this avenue, the project could engage the help of a member of HNKOP’s Board of Directors who is employed at Kamehameha Schools as a high school science teacher and chairs the Maui Health Occupations Students of America program.

(2) Evaluation

The applicant has budgeted for an ongoing evaluation, both formative and summative in nature, of its project by an external evaluator. Qualifications for the leader of the external evaluation team are provided in the Project Personnel response on page 27 and evaluation methods are detailed in the Project Evaluation response on page 31-32.

(3/4) Student Stipends and Direct Assistance to Students

This project will not elect to offer stipends or direct assistance to students and instead focus on dedicating funding towards covering the direct costs associated with providing and improving CTE, as well as with delivering personalized assistance with navigating other direct resources available to participants on-campus and or in the community.

(5) Career and Technical Education Memorandum of Understanding

A signed memorandum of understanding between the applicant HNKOP and sole partnering educational entity University of Hawaii Maui College is attached to this grant application.
VI. BIBLIOGRAPHY


7 Hagedorn, L. S., Tibbetts, K., Moon, H. S., & Lester, J. 2003. Factors contributing to college retention in the Native Hawaiian population. In annual meeting of the Kamehameha Schools Research Conference. Honolulu, HI.


