August 1, 2012

TO: Noreen Yamane, Chancellor
    Hawaii Community College

SUBJECT: Career & Technical Education Award

Hawaii Community College is awarded $29,857 in 2012-2013 Title I Career and Technical Education funds to support the entitled project:

    Financial Aid Peer Advising $29,857

The award period for the project is from July 1, 2012 to June 30, 2013 and the award number for the project is: HAW2012/13(1)-T1-06 and should be referenced on all future correspondence and reports. These funds must be expended and goods received by June 30, 2013. A completion report is due on October 10, 2013.

Please call Dominic (Nic) Estrella at 956-3865 if you have questions.

Sincerely,

[Signature]

Peter Quigley
Assoc. Vice President for Academic Affairs

Cc: J. Onishi, VCAA
    J. Yoshida, VCAA
    J. Hamasaki, CTE Dean
    N. Kanoho, FA
    L. Tsuhako, FA
    S. Robinson, Dir. of Academic Programs
CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006
Perkins IV Intervention Strategy Proposal Form
(revised December 2010)
Strategy # 3
Program Year 2011-2012

1. College: Hawai‘i Community College

2. (Descriptive) Strategy Title: Financial Aid Peer Advising

3. Proposer’s Name: Jason S. Cifra E-Mail: cifra@hawaii.edu

   [ ] Year 1
   [x] Year 2
   [ ] Year 3

5. Brief Statement of identified problem area and reason for selection:
   a) Provide relevant program and/or college data to support the need to address this problem.)

As we focus on recruiting and retaining students in the CTE program and with limited staff, the position and function of Peer Advisors become even more critical in the Financial Aid Office. With new stricter Federal Financial Aid regulations regarding Satisfactory Academic Progress, pace, and other eligibility criteria, students need to be better informed and prepared. The availability of quality in-person support to assist students in FAFSA application, maintaining eligibility, and FA awareness is the ultimate benefit of peer mentors towards student retention and success.

In the 2010-11 academic year, 215 students scheduled appointments with a peer advisor. Of these students, 168 were CTE majors with 77 being awarded for Fall 2010. All 77 students persisted to Spring 2011. This year, the Financial Aid Office processed 605 more student applications than in 2010-2011. As of June 27, 2012, the Peer Advisors have already assisted 190 students. 151 are CTE majors. 85 CTE students from this group have already registered for Fall 2012. Potentially 26 more students who were enrolled in Spring 2012 are waiting to register for Fall 2012. More importantly, three students graduated with their certificate or associate degree.

The Financial Aid Office’s ability to assist and process increasing numbers of FAFSA application and support CTE majors is, in part, reliant on the services that student mentors provided.

b) Describe alignment of problem to one or more Perkins Core Indicators, and as appropriate, goals from the UHCC Strategic Plan, Achieving the Dream, and/or other UHCC projects. (See pg. 2 of Instructions)
The proposed request addresses problems that impact Perkins Core Indicators of 2P1: Credential, Certificate, or Degree; and 3P1: Student Retention or Transfer. This proposal also addresses goals from the UHCC Strategic Plan, Achieving the Dream, other UHCC projects and supports the Hawaii Community College Strategic Plan, sections A1 and A1.2.

By assisting students with financial literacy and successful completion of the aid process, the Financial Aid Office supports greater student enrollment and retention at Hawaii Community College, a greater number of students who can remain in college to earn degrees/certificates, and to reach Native Hawaiian and low income students who are able to enroll and re-enroll because they receive the assistance that is needed to pay for their educational costs.

c) Include narrative that is supported by data. Be brief and succinct.

The Financial Aid Office has developed strategies to provide a more efficient and effective method of assisting students in the attainment of aid to help them be able to enroll and achieve their educational goals. The Financial Aid Office has increased the number of students who are able to enroll in CTE and other programs because they have received the necessary financial assistance.

In the 2011-12, 5512 students filed a FAFSA application as compared to 4907 in 2010-11. The number of students awarded student aid increased from 2143 students in 2010-11 to 2327 in 2011-12. In addition, the number of students receiving Federal Pell Grant increased from 1990 students in 2010-11 to 2327 students in 2011-12.

6. Brief Strategy Description: (Typically no more than one or two paragraphs)

- Answer the question: What do you want to do based on information provided in item #5 above?
- If this strategy is a continuation of a current strategy, indicate rationale for continuance.
- Include supporting data i.e. effectiveness measures. Data on student needs, student impact (number served last year and anticipated number to be served in current year), and effectiveness must be provided below.
- Strategies will not be considered for continued funding unless supporting data and rationale demonstrate impact effectiveness.
- Evidence of industry support.

Last year, Peer Advisors in the Financial Aid Office assisted students, including those in the completion of the FAFSA and all necessary items needed to complete the student aid application. Without this assistance, many of these students would not be able to complete the complex process of applying for aid, starting with the lengthy online FAFSA application, nor be able to understand or to complete the entire financial aid application process which includes verification with federal tax documents. These peer advisors have been life lines to many of our students and enable the FA staff to focus on their jobs and address the most critical issues.

As the number of applicants increase, it is critical that the strategies to address growth are sustainable and proactive. This year, in addition to the services and support Peer Advisors provide HawCC students, advisors will work with the FA staff to explaining
new and revised Federal requirements and policies, promote early FAFSA preparation and application, and participate in HawCC’s First Year Experience to reach students sooner. As Peer Advisors, they are appropriate FA support in presentation and outreach activities.

7. Calendar of Planned Activities: (add or delete rows as appropriate)

In chronological order, briefly describe the procedures/activities planned to achieve stated goal(s) or outcome(s)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Month(s) the Activity will take place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four student workers will be hired and trained starting July 1, 2011 and will work until June 30, 2012. These peer advisors will be identified by the Financial Aid Manager and trained to assist students, including career and technical education students, with completing the online FAFSA application and the entire financial aid application process, answering related questions, and participating in FYE.</td>
<td>July 1, 2012 to June 30, 2013</td>
</tr>
</tbody>
</table>

8. Effectiveness Measures: (Refer to the identified problem – item #5, and describe the anticipated quantitative outcomes expected from the implementation of the strategy. Where appropriate, indicate the effectiveness measures that will be reported after year one, year two, etc.) **State the effectiveness measures clearly and in assessable terms.** The outcomes stated here must be addressed later in the completion report. Confer with your IR office to ensure the appropriateness of the measurement of outcomes.

For 2012-13, we will maintain performance goals set for 2011-12 as effectiveness measures for the Perkins Core Indicators:

1P1 90.10  
2P1 45.00  
3P1 56.00  
4P1 51.00  
5P1 16.25  
5P2 15.15

For 2012-13, the Financial Aid office will continue to track the number of career and technical education majors, the number of male students, the number of female students, the number of first-year students, the number of returning students, the number awarded aid, the number of students awarded aid who enrolled and received aid, and the number of those awarded aid in Fall 2012 and who persisted to Spring 2013. Lastly, besides the number of students serviced, number of activities related to FAFSA application and FYE will be reported.
9. Budget Summary  (Insert or delete rows as needed.)

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td><strong>A</strong>&lt;br&gt;PERSO<strong>N</strong>NEL (Indicate fringe* percentage and cost as a separate line item)</td>
<td></td>
</tr>
<tr>
<td>A-L&lt;br&gt;Faculty and Staff</td>
<td></td>
</tr>
<tr>
<td>A-1&lt;br&gt;Other Personnel (Student Workers)&lt;br&gt;4 Peer Mentors x $10 x 185.75hrs per quarter</td>
<td>$7430</td>
</tr>
<tr>
<td>A-O&lt;br&gt;Fringe Benefits</td>
<td>$137</td>
</tr>
<tr>
<td><strong>TOTAL PERSONNEL SERVICES</strong></td>
<td>29,857</td>
</tr>
<tr>
<td><strong>B</strong>&lt;br&gt;OTHER CURRENT EXPENSES (Supplies over $2,500, describe item in Budget Elements)</td>
<td></td>
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<tr>
<td><strong>TOTAL OTHER CURRENT EXPENSES</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C</strong>&lt;br&gt;EQUIPMENT (Itemize)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EQUIPMENT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>M</strong>&lt;br&gt;MOTOR VEHICLES</td>
<td></td>
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<tr>
<td><strong>TOTAL OPERATING COSTS</strong></td>
<td>29,857</td>
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