Completion Report Form for Perkins Title I, Program Improvement, and Leadership Strategies and Projects

One report should be completed for each strategy or project.

A. Campus: Leeward Community College

B. Strategy Title: Enhanced Financial Aid Outreach & Financial Literacy Education for CTE Students

Proposal No.: LEE2012/13(1)-T1-03

C. Proposer Name: Cameron Rivera  E-mail: cameronr@hawaii.edu

D. Project Description

The Financial Literacy Coordinator (FLC) will develop, collect, and analyze student learning outcome data in order to track changes in students' attitudes toward positive financial behaviors. Studies have shown that positive changes in attitude have a direct correlation to positive changes in behavior. The FLC will also track the number of CTE students (specifically of Native Hawaiian and/or Filipino ancestry) that complete the FAFSA and compare those number to the over-all persistence and completion rates of these students.

The FLC will organize several different services and activities that are both customizable and scalable for the many different student groups that make up the campus CTE community (i.e. offer multiple streams of financial literacy education such as individual appointments, group sessions, in-class workshops, and/or self-paced instruction via the Internet). In addition several fairs and passive social norm campaigns will be held throughout the year to constantly build students financial literacy.

E. Activities Planned/Completed

<table>
<thead>
<tr>
<th>Activities Planned (from proposal)</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with CTE Counselors and Faculty to schedule times to do in-class presentations for students.</td>
<td>Yes</td>
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<tr>
<td>In-class and other group workshops for CTE students focusing on applying for financial aid, and various financial literacy topics.</td>
<td>Yes</td>
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<tr>
<td>Financial Aid Myths Campaign – &quot;Top 4 reasons why students don't complete the FAFSA, and why they're wrong.&quot; Distribute via email blast, digital signage, and the Ka Mana'o.</td>
<td>Yes</td>
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<tr>
<td>Social Norms Campaign – Share some stats regarding how many CTE students actually complete the FAFSA and receive aid. Distribute via email blast, digital signage, and the Ka Mana'o.</td>
<td>Yes</td>
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<tr>
<td>Present at New Student Orientation Sessions. Identify students who have not completed the FAFSA. Make follow-up appointments if</td>
<td>Yes</td>
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</table>
Hold focus group to identify frequently asked questions regarding financial aid at Leeward CC.

Recruit talent to use in FAQ Videos (be sure every CTE program is represented)

Write script for FAQ Videos

Create FAQ Videos and post to Leeward CC YouTube Channel. Create a link from the Financial Aid webpage.

“Fall Financial Fitness Fair”

In-class and other group workshops for CTE students focusing on applying for scholarships in preparation for the Scholarship Fair

Meet with CTE Counselors and Faculty to give Life Skills demonstration and schedule times to do in-class presentations for students.

Scholarship Fair

“FAFSA Fridays” – Provide one-on-one assistance

Spring Financial Fitness Fair

Career, College, and Job Fair

Determine if students who signed up in Fall 2012 are current students by checking against UH Student Directory. This will provide information regarding retention and persistence, and whether the efforts of the program are effective.

The FLC was unable to recruit CTE students for the proposed Financial Aid FAQ video series. All students did not consent to having videos of them posted publicly on YouTube and/or the Leeward CC’s landing page. As an alternative, videos from the FederalStudentAid YouTube channel were linked to Leeward CC’s main webpage. Video titles included:

- What is the Most Surprising Thing About College?
- What is the Biggest Myth About College?
- Is College Harder Than High School?
- What is the Best Tip About Going to College?
- Overview of the Financial Aid Process
- Types of Federal Student Aid
- FAFSA Overview
- Responsible Borrowing

These videos were promoted via Leeward’s Facebook page as well as via emails to faculty, staff, and students.

F. Performance Indicators Addressed, Effectiveness Measures, and Expected Outcomes

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<tr>
<th>Performance Indicators, Effectiveness Measures, Expected Outcomes (from proposal)</th>
<th>Results</th>
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<tbody>
<tr>
<td>Encourage the completion of post-tests to determine the rate of student learning in different life skills areas. Perkins staff will receive weekly reports from USA Funds to determine which students have and have not</td>
<td>A total of 811 students completed at least one lesson with a passing score of 70%. 281 of the 811 students that successfully completed a Life Skills</td>
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</table>
completed post-tests. The Financial Aid Outreach Specialist would then follow-up via email to encourage completion of post-tests.

Students will complete post-tests with a passing score of at least 70% correct for the following modules:

- 101: How Will I Pay for My Higher Education?
- 103: What Do I Need to Know About Repaying My Student Loans?
- 104: What if I Have Trouble Repaying My Student Loans?
- 201: How Do I Achieve My Goals?
- 205: How Do I Manage My Personal Life While I’m in School?

Each quarter, USA Funds invites students who have completed at least one USA Funds Life Skills lesson to complete a brief, online survey to self-report any personal finance or college success behavioral changes the students have made as a result of their exposure to USA Funds Life Skills material. Students may indicate which of 25 different personal finance and college success behaviors they have changed. This survey includes responses from students who completed at least one USA Funds Life Skills lesson between Jan. 1 and Dec. 31, 2012.

98 out of the 101 students who responded to this optional survey indicated at least one behavior changed from having completing one or more Life Skills lessons. These students reported a total of 1,174 changes in behavior, with the average number of behavior changed per student being 11.7. The top reported behavior change was:

- "I researched and understand the requirements to complete my program of study."

Using data collected by the Office of Planning, Policy, and Assessment (OPPA) determine if the Financial Aid Outreach Specialist met his goal of increasing the number of CTE students who apply for financial aid by 5-7% from the previous academic year. More specifically, Leeward CC would like to increase the amount of native Hawaiian students applying for financial aid by 20%

It is expected that more financial aid applicants and receivers will lead to higher rates of completion of degrees and certificates. Again, students cite financial hardship as a major reason for not completing programs of leaving college. More access to financial aid will lead to more completion.

A total of 1218 students applied for financial aid during the 2012-13 academic year – a 13% increase from the previous academic year. Of those 1218 students, 905 students actually received financial aid – a 6% increase from the previous year. Overall $3,990,033 was awarded to CTE students in academic year 2012-13 –8% more than the previous year.

*If the results were less than expected or something other than expected, e.g., a key piece of equipment or software is no longer available, not enough students opted to utilize the service/program, etc.*)
G. Impact (qualitative and quantitative)

Financial Aid Outreach Data:

The Financial Literacy Coordinator shared financial aid information to 17 CTE and 5 Interdisciplinary Studies classes. Overall, 462 surveys were collected from students enrolled in these classes. 271 students stated that they didn’t apply for financial aid for one of the following reasons:

- “I did not know that financial aid was available”;
- “I did not think I qualified for financial aid”;
- “Applying for financial aid is too difficult”;
- “I could not get the necessary documents to apply”; and
- “I don’t need financial aid”.

In addition to the survey, the FLC circulated a sign-in sheet at each of the classes he visited that asked students if they had completed the FAFSA. The FLC would then follow-up with each student who marked, “no” (either by phone or email). Of the 158 students who were contacted, 42% replied still wanting assistance in completing the FAFSA or requested other financial aid-related information. Of these students, 54% had completed the FAFSA since observing a class presentation and/or after receiving a follow-up e-mail from the FLC.

The FLC worked with the First Year Experience Committee to identify Gear Up students and followed up with over 70 students enrolled in CTE programs to be sure they were aware of their options to pay for school.

Through numerous outreach activities such as individual class presentations, workshops, New Student Orientations (NSO), Military/Veteran Students First Friday events, FAFSA Friday tabling at various places on campus, Financial Fitness Fairs, Job Prep Services events, CTE Month events, YouTube videos regarding Financial Aid, College Goal Sunday, and the annual Scholarship Fair, the FLC was able to reach over 1800 students.

The majority of the scholarship donors that attended Leeward CC’s 2013 Scholarship Fair represented scholarship opportunities exclusive to Native Hawaiian students. So it comes at no surprise that of the record 331 students and their families who were in attendance that day—the vast majority of them were of Native Hawaiian ancestry. The Financial Aid Office will, as in years past, continue to encourage other scholarship donors to promote their scholarships (especially for those directed towards CTE majors and students of Filipino ancestry).

Automotive students participating in the AMT’s evening program are only on campus when all normal campus services are closed down and many of these students were unable to access the different support services that are easily accessed by day students. Because of this, many were not connected to and knew little about the Financial Aid process. By offering this type of service one evening was extremely important to these students’ as it helped to
connect them with the funds they needed in order to persist and be successful in school. We recommend that we continue and increase the frequency of this activity in the coming year.

**Financial Literacy Data:**

At the Fall 2012 and Spring 2013 Financial Fitness Fairs, a combined 657 students submitted participant surveys approximately 8.2% less than the previous year. 86% of these students agreed or strongly agreed that the event was interesting and engaging. 84% of the students “Agreed” or “Strongly Agreed” that they had gained valuable tips on how to improve personal finances.

Of the students reached on campus, 811 students signed up and completed at least one of the USA Funds Life Skills lessons with a passing score of 70% on the posttest—an increase of 17.4% from the last year. 281 of those students were enrolled in a CTE program at Leeward CC, a 3.8% increase from last year. Many more students have signed up, but are in the process of completing at least one lesson with a passing score of 70% on the posttest. The increase in successful lesson completion, comes despite the change from requiring students to complete Life Skills lessons 101, 103, and 104 to completing the Financial Awareness Counseling available at the studentloans.gov website.

In addition to the activities that were conducted on the Leeward CC campus, the FLC was asked to join the Pacific Financial Aid Association (PacFAA) as a Representative At-Large for the 2013-14 Academic Year. Planned projects for the coming year include revamping the Statewide Financial Aid Outreach initiatives, "College Goal Sunday", as well as "Financial Aid Nights" at community high schools.

**H. Expenditure Report**

<table>
<thead>
<tr>
<th>Account #5600005</th>
<th>Amount Budgeted</th>
<th>Amount Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APT Band A, Level 1, Step 3 (1FTE)</td>
<td>*$38,160</td>
<td>$33,523.84</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>*$15,359</td>
<td>$17,751.06</td>
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<tr>
<td>B. Materials &amp; Supplies</td>
<td>*$800</td>
<td>$3,334.40</td>
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<tr>
<td>C. Other</td>
<td>$300</td>
<td>$246.80</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$54,619</strong></td>
<td><strong>$54,856.10</strong></td>
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*On May 7, 2013, CTE Dean, Ron Umehira, approved a request to move 4.69% ($2559.90) of Personnel monies from account number 5600005 to Materials & Supplies. Additionally, a memorandum went out to the Office of Human Resources on the same day to request that the correct Perkins account number (5600274) be used to reflect the FLC's pay increase, as approved in the 2011-12 Perkins Carry Over Funds Proposal (LEE2011/12(2)-T1-10). The overage amounts seen in the table above are currently being JV'd to Perkins Account number 5600274.*