November 26, 2013

To: Ardis Eschenberg, Windward CC

From: John Morton, Vice President for Community Colleges

Subject: FY 2014 Financial Aid Initiatives Round 2

The UHCC system is pleased to support the Windward CC Financial Aid Project in the amount of $10,000.00. Implementation will occur in AY 2013-14. The expansion and deployment of successful financial aid projects are critical components to student success. Staff overtime and other assistance to students will help allow your campus to sustain and enhance financial opportunities for students.

The project funding is subject to the following requirements:
1. Implementation will occur in AY 2013-2014.
2. All funds must be expended, not just encumbered, by June 30, 2014.
3. The project final report (in the form attached) must be submitted in electronic form to Gayle Ishii (gayleii@hawaii.edu) with a copy to Suzette Robinson (suzetter@hawaii.edu) not later than September 30, 2014.


Tuition and Fee Special funds will be transferred to your campus for this project after January 1, 2014.

Based on the information provided in your final report, funds may be re-purposed. The project proposal and report will be published on the UHCC website.

Thank you for your work in developing innovations to increase student success. We look forward to working with you as the project unfolds.

c: Douglas Dykstra, Chancellor
   Peter Quigley, AVPAA
   Ellen Ishida-Babineau, VCAA
   Kevin Ishida, VCAS
   Sharon Nakagawa, Fiscal Officer
   Suzette Robinson, Director for Academic Programs
   Gayle Ishii, Academic Support
   Lisa Tsuhako, Budget Specialist

Att: Final Report template
Financial Aid Project Proposal Form

2013-2014

College: Windward Community College

Project Title: Financial Aid

Proposer's Name and email address: Ardis Eschenberg, ardise@hawaii.edu

Proposal Period: FY 2014

Budget request: Year 3 (FY 2014): $10,000

Complete the following sections:

1. 250 word description of the proposed project. Include data supporting the need for the project. (30pts)

This project seeks to build on WCC's (and UH System's) increasing level of financial aid outreach in our community by providing follow-up events to Scholarship 'Aha and Pacific Financial Aid Association (PACFAA) financial aid events. Scholarship 'Aha and 808 Sundays from PACFAA provide information on available financial aid opportunities and the process of application for Native Hawaiian community members ('Aha) and current high school students and their families (PACFAA). However, 'Aha's will no longer go through the FAFSA line by line with students. 808 Sundays will provide some opportunity for FAFSA completion. However, due to the complexity of the FAFSA, as well as the information needed to complete, it is anticipated that the majority of potential students will need additional help in order to successfully complete FAFSA's after these events.

This proposal seeks to provide 8 follow-up events at our target high schools on weekends directly following Scholarship 'Aha's and PACFAA events. The events will occur once at Kailua, Kahuku, and Kalaheo sites, twice at Castle High School, and twice at the Waimanalo Homestead Housing Association (outreach for Waimanalo students who attend Kailua and other area schools). At these events, our Financial Aid and Outreach staff will provide expertise and support for families wishing to complete the FAFSA and other scholarship applications that they heard of or began due to the preceding awareness events. The Saturday WCC Financial Aid Outreach events will last the entire day, with participants able to either drop-in or schedule time with staff.
2. Refer to research that influences or serves as foundation for the project. (10pts)

Retention and persistence are both major obstacles at community colleges in general. Makuakane-Drechsel and Hagedorn (2000) provide an account of issues with persistence specifically for Native Hawaiian community college students at community colleges on the island of O’ahu. The finding that financial aid is one of four major factors affecting persistence. Dynarski (2008) and Scott-Clayton (forthcoming) also both found positive correlations between financial aid and persistence. This corresponds to the fact that students who do not have adequate financial resources face greater barriers to college success. WCC’s internal surveys (e.g. FALL 2010 IS103 student surveys) consistently find that students’ primary obstacles include hunger, transportation, and childcare. These obstacles can be directly related to students’ access to financial aid support. Thus, WCC consistently works to specifically increase the numbers and percentages of those receiving financial aid in order to promote student success.

However, this becomes increasingly difficult as our enrollment has skyrocketed while financial aid office staffing has stagnated. Between FY2007 and FY2010, WCC displayed record enrollment growth. However, financial aid access grew at an even quicker rate than enrollment ($2 million to $7 million). This was achieved through establishment of a financial aid One Stop at Windward Mall and financial aid fairs throughout our service area. These initiatives were begun to directly impact student success by removing financial barriers through providing financial aid information throughout our community.

However, this year, we are no longer operating our Mall location, as the office provided moved and has little foot traffic. In order to maintain our high level of community outreach and presence, these Saturday workshops in the community have been proposed. Thus, this proposal corresponds highly with best practice and serves to help maintain level of service despite a change in resources available to us.

References cited:


3. Refer to the Campus and the System strategic plan section that demonstrates the relevance of this project. (10pts)
Addresses UH Strategic Outcome 1 Native Hawaiian Educational Attainment through the related CC System Action Outcome 1.2 Native Hawaiian financial aid participation rates and through WCC’s outcome 1.3: promote low-income NH success...by increasing Pell Grant Participation.... Approximately 40% of Windward CC students are Native Hawaiian. Our service area has a large NH populations that this proposal addressed.

It further addresses UH Outcome #2 ‘Hawaii’s Educational Capital’ through CC outcome 2.2: increase PELL aid participation and disbursement and WCC’s outcome #2.2 to increase PELL participation and disbursement.

4. Discuss how this project will sustain itself after system funding ends. (10pts)
WCC will work with community partners to sustain this effort after system funding ends. This could be done by providing time slots during our regular business hours or working with highschools to reach students and parents during working hours. If successful, other funders, such as OHA, might be approached to make this a regular follow-up activity to Scholarship ‘Aha’.

5. Indicate the way in which the success or failure of the project will be visible through measurable and reportable outcomes. (25pts)
Success of the project will be demonstrated by increasing participation in the Pell grant and other financial aid programs. The target for all campuses is to have 48.6% of enrolled students receiving some form of financial aid and to have 38% of enrolled students receiving Pell grants by 2015. These goals have been set by the UHCC System Office. In FY2011, WCC met these 2015 goals. This project seeks for us to continue to meet and surpass these goals given increased enrollment.

6. Describe how this project reduces time to certificate or degree for students. (15pts)
Without financial aid funding, students may take fewer classes in a semester to accommodate a work schedule, work more hours (less time for study), load up on too many classes to try to (often unsuccessfully) complete more quickly, not have adequate money for food, transportation etc., and not go to college at all. All of these obstacles serve to slow time to degree.

By providing financial aid, students can concentrate on their studies by reducing their work load and taking a full class load in a semester. They have resources to provide for food, transport, childcare and other obstacles to degree completion. This shortens time to degree. Preventing failure also prevents repeating courses, which extends time to degree.
## 7. Budget

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<th>Position Title</th>
<th>Employee Name</th>
<th>OT Hours Requested</th>
<th>Estimated Cost</th>
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<tr>
<td>Financial Aid Director</td>
<td>Steven Chigawa</td>
<td>72 (8 events x 9 hours/event)</td>
<td>$2988</td>
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<tr>
<td>Financial Aid Officer</td>
<td>Dayna Isa</td>
<td>72</td>
<td>$2232</td>
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<td>Financial Aid Assistant</td>
<td>Hylie Santos</td>
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<td>$1945</td>
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<td>Outreach Coordinator</td>
<td>Gus Cobb-Adams</td>
<td>90 (8 events x 9 hours/event + 18 hours to plan and implement)</td>
<td>$2835</td>
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</tbody>
</table>

**Total Request: $10,000**

The campus is committed to sustaining the project in year 4 if evidence of its success is warranted and funding is available.

Signed: [Signature]  
[Date]

Chancellor: [Signature]  
[Date]