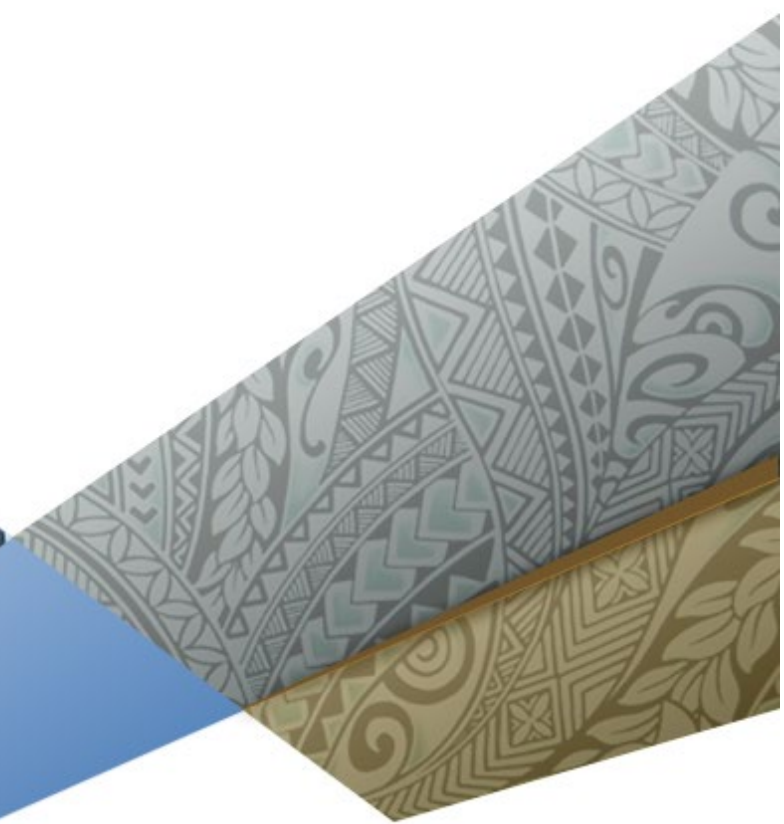


Early College



ANNUAL
REPORT OF PROGRAM DATA
2021



UNIVERSITY of HAWAII®
LEEWARD
COMMUNITY COLLEGE

1. Program or Unit Description

Leeward Community College’s Early College Program (EC) strives to increase college-going and college success rates of high school students who do not traditionally aspire to college (e.g., low-income and first-generation students) by providing them with an opportunity to take college classes while still in high school. The college credits earned via this program can be applied to both the high school diploma and college degree requirements. The intention is to help students gain confidence in their abilities to succeed in college, therefore, the program’s success depends upon the collaborative support of both the high school and Leeward Community College. Leeward CC’s Early College Program also strives to develop participants into “college ready students” (i.e., students who have both the cognitive and non-cognitive skills needed for college). Our program also seeks to help the College meet UH system goals of reducing time to degree and of increasing college graduation entry and graduation rates for the State of Hawai‘i.

We offer several types of Early College programs at Leeward Community College: dual credit Memorandum of Agreement (MOA) where students take closed classes at the high school; dual credit Running Start where singletons enroll in open classes at the college, and Early Admit for students who seek only college-credit or are home schooled. The first two options are officially limited to HIDOE schools through UH/HIDOE agreement and one private institution by special contract.

Early College works collaboratively with the various units across Student Services, Academic Services, as well as instructional divisions to encourage student success. Indeed, the program serves as a conduit for students into the world of higher education, building a reverse-scaffolded structure of support to develop our students into independent learners, thinkers, and active participants in their educational journey.

2. Analysis of the Program/Unit

Leeward CC’s Early College Program uses the following quantitative indicators to help us measure program health:

Indicators	2018-2019	2019-2020	2020-2021
DEMAND			
Number of high schools* that entered into a formal MOA partnership with Leeward CC.			
<i>*These numbers do not reflect the fact that there are sometimes multiple partnerships brokered within the same schools, e.g., in Spring 2018, an independent and separate partnership was brokered by the Leeward District DOE Complex Area involving 2 schools Leeward CC was already partnered with (i.e., the GIA</i>	11	14	13

2021 Leeward Community College ARPD

Program: Enter Program or Unit Name

<i>Partnership). This partnership is not reflected in the Spring 2018 count.</i>			
Number of EC courses requested by and run for high schools	123	120	128
Number of EC instructors supported by the EC Program (With scale-up, some instructors are assigned more than one EC course.)	65	74	87
Number of EC students admitted to the College <i>This count includes all 3 Early College Programs</i> <i>*Starting spring 2021, Admissions rolled over all students home campused and continuously enrolled at Leeward. Rollovers are not included in admission numbers.</i>	Fall 2018: 725 Spring 2019: 784 Summer 2019: 398	Fall 2019: 693 Spring 2020: 918 Summer 2020: 307	Fall 2020: 515 Spring* 2021: 691 Summer 2021: 347
EFFICIENCY			
Number of students enrolling in EC MOA classes. Pull includes those who may not have Leeward Community College as their home campus.	Fall 2018: 628 Spring 2019: 753 Summer 2019: 357	Fall 2019: 604 Spring 2020: 789 Summer 2020: 274	Fall 2020: 471 Spring 2021: 695 Summer 2021: 355
Average fill rate in EC MOA classes	58%	67%	58%
Percentage of EC Students who met with an EC Counselor <i>*Data available is very limited in its accuracy</i>	Fall 2018: 29.2% Spring & Summer 2019: 15.3%	Fall 2019: 12.0% Spring & Summer 2020: 16.3%	Fall 2020: 24.2% Spring & Summer 2021: 11.5%
EFFECTIVENESS			
Percentage of Grades of C or higher Awarded in EC MOA classes <i>*Due to midterm move from face-to-face to online due to COVID-19, students were given the option of converting their letter grades to CR/NC.</i>	Fall 2018: 77.5% Spring 2019: 81.9% Summer 2019: 91.4%	Fall 2019: 79.9% Spring 2020: 77.6% (A-C) 78.4% (Inc. CR*)	Fall 2020: 87.0% Spring 2021: 86.8% Summer 2021: 87.0%

		Summer 2020: 89.5%	
Percentage of Partnerships that continued into the next Year	100%	100%	92.8%

Demand

When we started the Early College (EC) program in fall 2012, we taught 42 students from one high school enrolled in two classes. Since then, with the exception of a slight dip at the height of the COVID-19 pandemic, EC continues to grow monumentally with a three-year fall enrollment average of 567 students. In fact, during 2019-2020, we were on track to continue this rapid upward trajectory with 129 courses, a 4.8 percent increase from the previous academic year. Then as the pandemic hit the state, schools, unable to contact students to implement placement and confirm enrollment, cancelled nine classes leaving us with 120 or a reduction of 2.4 percent from the previous academic year. In 2020-2021, however, as everyone including schools, students, and the college settled into online delivery of recruitment, onboarding, services, and course delivery, requests returned to near pre-pandemic levels at 128.

In 2018-2019, we had 11 high school partners. The following academic year, 2019-2020, we gained three new schools for a grand total of 14 or a 21.4 percent rise. Subsequently, in 2020-2021, we lost one partner, Kapolei High School, to UH West O‘ahu. Kapolei was reluctant to leave but had decided to focus their program on a pathway that we do not offer. The Early College Coordinator was hoping to work out a plan where students could go back-and-forth between our two campuses, but to reduce home campus and other issues that could affect student progress, we recommended they stick with a singular campus even if not ours. Still, the coordinator’s efforts were greatly appreciated and a testament to the personal relationships our team grows with partner personnel and institutions.

In the last year, due to a Stupski grant from P-20, the liaison between the University of Hawai‘i and HIDOE, as well as growing public interest in students earning college credentials while still in secondary school, partners pushed for new programs, pathways, and/or partnerships independent from what had already been established. While this effort is laudable in its core intent of encouraging teens to consider future plans, this has also caused issues for UHCC EC programs as school administrators, individual teachers, and indeed politicians have been reaching out directly to UH leaders, divisions, or program coordinators to develop programs without consulting Early College teams.

In fact, in three instances, Leeward has been named in grants as the course-providing institution without our Early College team’s knowledge. We are working with our new Vice Chancellor of

Academic Affairs, P-20, and HIDOE to alleviate this de facto practice, but in the meantime, the team has been forced to pivot somewhat in its student-centered mission of thoughtful development to institute already awarded third-party commitments. These surprise programs have put a strain on the team and distract the coordinator from focusing on supporting existing partnerships and courses to shore up morale while ensuring these initiatives run in the best interest of students.

On the flip side, there has also been thoughtful, collaborated, and negotiated pathway and bridge growth. In 2021, the team added an Academic Liaison (called “Instructional Liaison” in EC’s last ARPD), a Leeward faculty member experienced in both credit and non-credit program development who had built and managed high school outreach programs in our service area. His addition has been invaluable in negotiating two bridges to Leeward and nine certificate pathways, two running, one launched, and eight in development. Our intent is to change the organizational narrative from HIDOE leading initiatives to a true collaboration between that entity and UH through foresight and curricular mapping. This dynamic is imperative to building and delivering longitudinal, data-supported programs that will reduce time to degree while allowing program flexibility, transferability both within and outside the UH system as well as built in off-ramps and career options.

As the number of Early College classes and participants increase, so does the need for the Program to support instructors. In the last three years, we have gone from 65 to 74 to 87 Leeward faculty involved in Early College. Courses had been staffed by a regular core of seasoned EC lecturers who often taught multiple sections across several high school campuses. Since the pandemic, however, full-time faculty who find themselves with canceled sections have bumped lecturers resulting in an increase in the program’s teaching ranks by 22 in just three years. Furthermore, as these change-outs often occur right before the start of classes, Early College has had to move to a nimble professional development model that includes any and all faculty and that can be compressed and completed in the waning days just before classes begin.

Given Hawai‘i’s current budgetary situation, vacillating enrollment may be with us for a while. Therefore, the Early College Coordinator collaborated with P-20, the entity that sits between UH and HIDOE, to systematize pedagogical workshops. The shared goal is to increase preparatory assistance and offer workshops throughout the semester in order to encourage attendance amongst all faculty and not just those currently participating in EC to create a ready cadre of instructors. In addition, the coordinator is working with Leeward’s Innovation Center for Teaching and Learning (ICTL) and the Educational Media Center (EMC) to add elements of EC to campus workshops including but not limited to getting to know EC through student panels, learning about adolescent mindset, working with parents, effectively teaching adolescents through online modalities, avoiding student conduct issues, offering equity of instruction, and, of course, adhering to the mission and logistics of dual credit delivery at campus, system, and national levels.

As publicity and opportunity (MOA students do not pay for classes) increases, pre-pandemic, we were seeing rising student interest. From the 2017-2018 to 2018-2019 academic years, admission jumped an incredible 28 percent. Two-thousand-nineteen through 2020 numbers show but a small bump when taken as an academic year, but one notices the spring enrollment numbers between 2019 and 2020 grew 17 percent. Then lockdown hit, and summer saw a drop of 23 percent from the

year prior. For the subsequent academic year, the 19 percent drop in applications seems alarming. The numbers, however, were affected by the implementation of admission rollovers for students who were home campuses and enrolled with us the semester prior. Moreover, by summer 2021, as everyone acclimated to distance communication, Early College saw a 13 percent increase in applications. Rollovers, popular with Admissions, partners, students and the EC team will continue.

Efficiency

The yield rate parallels the pandemic influence with longitudinal positivity. In 2018-2019, 91 percent of applicants went on to enroll in Leeward classes. In 2019 to 2020, the yield decreased to 87 percent at the height of lockdown. Yet in 2020-2021, yield went up to surpass our pre-pandemic statistics, at 98 percent. This last number reflects the targeted outreach of our Early College team who created monthly newsletters for students and partners to increase awareness of deadlines and next steps, recorded videos to enable students to onboard and register at home, and conducted a systematic organization of supports including working even more closely with partners to avoid registration melt.

In some ways, the pandemic forced us to do what we thought impossible -- collaborate even more deliberately with high schools. We assisted partners in actively confirming participation *while* recruiting. Students who had either applied or who had demonstrated an interest in taking Early College courses were called, emailed, and texted until they were enrolled or declared they were definitively sitting out. We also had more students “homed” at other campuses enrolling in courses at Leeward. If, however, we want them to remain engaged in Leeward’s program, we will need to continue integrated supports throughout the duration of their EC academic journey with this campus.

The course fill rate sits at 61 percent as a three-year average. The cancel trigger is 10 students with a median class cap of 25 or 40 percent students seated. The 23 percent average fill rate over the cancel trigger leads to the conclusion that Early College classes will seldom be cancelled due to lack of students making the program a reliable source of enrollment.

We do see, however, that in academic year 2019-2020, which includes when COVID hit, a rise in the fall fill rate of nine percent from 58 percent to 67. While the data may seem to show we increased efficiency during the pandemic, one needs to consider registration for spring occurs in fall. So, in this academic year, students were actually registering pre-pandemic. On a positive note, the percentage was pulled after census, so the numbers also reflect the concerted efforts of Early College’s support staff and faculty to keep students engaged and enrolled. In 2020-2021, we see numbers return to pre-pandemic levels at 58 percent -- the exact percentage for 2018-2019.

Enrollment for fall and summer occurred right after the March 2020 global shut down. All EC team members immediately pivoted and set up the aforementioned videos for onboarding as well as multiple Zoom advising and registration sessions, strategically scattered during, after, and even before online school hours, including weekends, to offer students the most options when seeking course-taking assistance. The Herculean efforts of the entire team contributed to the fill rate matching that in 2018-2019 and not lower as we had feared.

In October of 2019, we were able to secure one Leeward matriculated student, an Early College “graduate,” to function as a peer mentor. We had distributed a satisfaction survey to Early College students who responded peer support would be a welcomed addition as there were sometimes success-impacting issues that students did not want to share with the “adults in the room.”

This peer mentor immediately set to work attending advising sessions with our counseling team, advertising her own office hours (always accompanied by a Leeward Early College staff member), and developing an email peer newsletter to keep EC participants informed of upcoming deadlines, tips for mindset and college success, and anecdotes from her own days as an EC student. The mentor also attended weekly meetings with the rest of the EC team and offered valuable insight into how students were receiving our courses and the general experience we were offering.

Unfortunately, as Leeward is a two-year institution, we “lost” our mentor to graduation in 2020 and were unable to fill her position during the lockdown.

In addition to the mentor, August 2019, we were able to hire a temporary part-time Early College Specialist. This person supports the Early College team by focusing on the clerical tasks necessary to run an Early College program from sending partners application and placement updates, working with high schools to organize registration sessions, sending out reminder newsletters, helping organize and attending parent night presentations as well as keeping track of and reporting on student registration and enrollment in our courses. This position helps counselors focus on advising and freed the Early College Coordinator to develop alignment between campuses, develop professional development workshops for instructors and partners, begin collaborations with P-20 for HIDOE tracking of student success as well as work with academic divisions to assess Early College courses thus ensuring parity with classes delivered to the general matriculated population.

Regarding academic advising, in 2018-2019, 29.2 percent of fall students took advantage of this resource falling to 15.3 in spring and summer, which oftentimes happens as most students are returning and thus require less assistance. We also gained a fully dedicated EC counselor at the end of spring who was new to Leeward, indeed UH, and to Early College as well. That summer, we also lost one seasoned counselor to re-assignment and picked up another newbie. In fall 2019, the advising average dropped to 12.0 percent as we adjusted. EC’s only “veteran” was only assigned to the program at 50 percent. In spring 2020, we lost a full-time EC counselor to P-20 but volunteers from the general counseling ranks stepped in and with summer, as our team coalesced, we rebounded to 16.3 percent of students who saw a counselor. Two-thousand-twenty to 2021 showed an even greater uptick to 24.2 percent in fall with a bit of a whither at 11.5 percent in spring and summer, but at this point, our Zoom group advising process had been refined and thus one session could house thirty or more students.

Yet, the data does not tell the entire story. The numbers above were pulled from STAR Balance and Starfish, two appointment applications. Yet many Early College students, still primarily operating within the HIDOE system, are often unfamiliar with both platforms and reach out during scheduled Zoom office hours and through email. Furthermore, in the frenzied pace of Early College, these sessions often go unrecorded and thus unrecognized in the data. The fact, however, that 86 percent passing average has held steady since 2018 with no dip even during the height of COVID when counselors increased their outreach, demonstrates overall advising success.

Effectiveness

Spring 2020 presented a unique challenge as COVID-19 forced a midterm shift of students from face-to-face to online. This led to the issue of ready access to technology. The problem was compounded by the fact that EC students fell through the proverbial crack as we could not offer them laptop loans to continue their work. This forced the team to scramble. High schools, the Early College team, and industry collaborated to furnish students with computers and internet access within a two-week window. Spectrum and Hawaiian Tel agreed to provide free wifi-access to students so they could access courses from home. We worked with high schools to ensure our students were not only provided devices, but those taking ICS or digital media classes had access to laptops for coursework could not be done on a Chromebook, which was the device of choice for the DOE.

Moreover, there was a steep learning curve for all as all classes and communication moved online in an environment where students also became care givers, and in some cases, income contributors. To mitigate transitional issues, Early College created workshops on topics specific to high school collegians including the effects of stay-at-home orders on adolescent psychosocial development, how to include time-management lessons into existing course curricula, implementing emotional supports while maintaining rigor, and utilizing effective Zoom tools. We also conducted similar workshops for our students.

To keep our partners apprised of nearly daily updates, the EC administrative team, comprised of the Coordinator and EC Specialist, created a running Google Doc with dated updates and instructions. The coordinator did weekly check-ins with faculty and encouraged them to provide performance updates for students with a carbon copy to high school partners and assigned Leeward counselors in case intervention was needed.

Due to these supports as well as the increased outreach by our counseling team, peer mentor and, of course, the tenacity of our EC students themselves, the success rate of spring 2020 MOA students was 78.4 percent (including CR grades). While this was a decline of 3.5 percent from spring 2019's 81.9 percent, the difference was greater in the year before: spring 2017 to 2018 of -4.9 percent. One can conclude that the timely collaborations of Leeward and its partners coupled with targeted workshops for Early College instructors supported both faculty and students alike in the pandemic-forced modality transition.

Moreover, summer 2020 data showed an even lower success decline of 1.9 percent down from the preceding summer, which is acceptable given that for the first time, all Early College classes were 100 percent online. As in spring, EC offered faculty training and our peer mentor increased interventions such as upbeat weekly encouraging emails and targeted deadline reminders.

Staffing

Unfortunately, maintaining enrollment, student success as well as increasing supports has exhausted the EC team. The program still lacks a full-time coordinator; we lost one full-time counselor in

2019-2020, and we have several temporary EC counselors. While the addition of a peer mentor through spring helped fortify student processes and guidance, the remaining 1.5 counselors had to absorb the loss in professional advising including but certainly not limited to pathway and course-taking advisement, graduation checks for Wai‘anae degree completers and Waipahu high school Olympians (students graduate simultaneously with high school and associate degrees) as well as career and next step advising. While, as mentioned in the last section, three senior Leeward counselors soon volunteered to take on Early College in addition to their usual duties, this was no small undertaking, for these advisors had to learn all EC processes including different deadlines to accommodate HIDOE and Leeward Admissions and Records calendars. Challenges included working with students as young as 13 years of age, handling increased parental intrusion as families were all at home, managing a unique set of onboarding processes, and incorporating secondary education personnel from counselors, early college coordinators, registrars to another complete set of administrative bureaucracies.

On the administrative side, as mentioned above, Early College does not have a full-time dedicated coordinator, which it sorely needs. While the organizational, institutional, and stabilizing demands on the program have increased so has the duty plate for the interim coordinator. She also serves as interim Student Services Program Officer whose duties include but are not limited to Title IX Deputy Coordinator for Students, Student Conduct investigator; Behavior Intervention Team member, and interim Welcome Center Coordinator.

The Early College Specialist and Academic Liaison positions created to assist the coordinator are not permanent. The volunteer counselors will also leave at the end of fall 2021. As of November 2021, we have hired a second full-time Early College Counselor. Her position is grant-funded and will end in 2023.

The Early College staffing situation will not easily be remedied without additional resources that will allow for permanence. Managing a program of this size with rotating personnel is unsustainable.

3. Program Student Learning Outcomes or Unit/Service Outcomes

Leeward CC’s Early College Program continues to use Service Area Outcomes (SAOs) to help gauge the program’s demand, efficiency and efficacy to help us evaluate the program’s overall health. Every year, the Early College Coordinator tracks and monitors the data outlined in the previous section. The data is ascertained from STAR Academic Logic (admissions, enrollment, student performance data), from STAR Balance as well as Starfish (counseling appointment data), the Institutional Research and Analysis Office (longitudinal enrollment breakdown), and from several internal program trackers (application data, class data). This data is reviewed and student success assessed by the Early College Team every summer during a team retreat as a part of its program evaluation and improvement effort.

Follow-up from 2019-2020

Last year, we requested six resources. Outcomes are listed under each point.

1. Hire two peer mentors.

We were able to hire only one peer mentor. We were asking for students with Early College experience who were current Leeward students, which limited the pool. In 2019, only eight percent of first-time students had EC experience.

2. Contract a part-time computer programmer or purchase a Customer Relationship Manager (CRM) to assist EC in its ability to mechanize the many manual processes still utilized for recruitment, application, enrollment, persistence, and retention tracking as well as automating student reminders.

The hiring freeze and budget cuts prevented us from pursuing the computer programmer and/or software purchase.

3. Mileage for Early College counselors per UHPA Contract, Article 8.

COVID lockdown made this unnecessary.

4. Mileage for Early College instructors per UHPA Contract, Article 8.

COVID lockdown made this unnecessary.

5. Fund partner meeting participation and foster community goodwill as well as instructor teaching supplies.

Classes were online. The EC team pitched in to donate items to make goody bags which were then delivered to partners.

6. Six credit course release for an Academic Liaison.

We were able to get the course release.

Regarding request five, requested funding for refreshments for partner meetings and school supplies -- while these may seem like frivolous or insignificant asks, because Early College is such a morphing program, it is imperative we nurture our relationships with our high school partners. They join us for five hours as we reinforce Early College's mission; reconnect as peers; update and negotiate practices; troubleshoot; work through recruitment, application, instructional, legal, and other issues. It is an intense day, and per etiquette, it is only fitting we offer them sustenance in return.

Pre-pandemic, almost all of our classes were face-to-face. Leeward instructors go to high school campuses to teach and are assigned classrooms already occupied by HIDOE teachers. Our sections are held when teachers are during their prep period. It is not ideal as students looking for the host

teacher randomly come by; there is often only a very small spot for instructors to lay out belongings, and they are expected to bring their own supplies from pencils, white board pens and erasers to staplers and tape. As this is certainly an added expense on top of the inconvenience of having to drive to a high school campus, which usually includes searching for street parking, having no office space, no classroom keys, and sometimes even limited access to restrooms, a packet of basic school supplies is a must. In 2018-2019, the chancellor generously funded both requests.

This year, like last, the annual review revealed three points: 1) the program continues to pullulate; 2) this unbridled expansion, which has not been accompanied by an equal extension in resources, puts a persistent strain on the program as well as its personnel; and 3) program growth without resource growth continues to result in the program's inability to intentionally and significantly focus on student success.

4. Action Plan

Leeward Community College's Early College program is focused on our campus' collaborative [mission](#) to "nurture and inspire" our students by supporting them academically as well as psycho-socially throughout their academic journey. Simultaneously, while the entire team focuses on developing student college-readiness, our peer mentor models independent thinking, initiative taking, and active participating in their own futures no matter where they settle. Our outreach extends well into the Leeward area with partnerships with Aiea, Pearl City, Hawai'i Tech Academy, Mililani, Leilehua, Waialua, Waipahu, Campbell, Kapolei Charter, Kamaile Academy, Nanakuli, Wai'anae High Schools as well as Sacred Hearts Academy. In order to continue our work, however, the program seeks administrative and financial support.

The UHCC System has begun piloting the centralization of processes. Early College will not be part of the first rollout of admission changes, and as this is a test step, there is uncertainty if full centralization will indeed occur anytime soon. Currently, we only have five people in Admissions and Records including the Assistant Registrar and Registrar. The former works with Early College, but amongst her many new duties, she is also the Veterans Certifying Official. Therefore, we are unable to turn to her quickly for admissions support during the crucial onboarding process, which is imperative with Early College as we work on an abridged timetable as we do group applications and registration due to the young age of participants and students run into a number of issues including needing to submit Change of Home Institution forms because some move between campuses every term.

Investing in a Customer Relationship Manager (CRM), ideally System-wide, would greatly assist EC in its ability to mechanize the many manual processes still utilized for admission as well as recruitment, enrollment, persistence, and retention tracking as well as automating student reminders. Moreover, HIDOE and UH are about to launch a wide-scaled program where students across the state may enroll in sheltered Early College classes from any campus. Software to automate onboarding including prescheduled touchpoints would greatly benefit and aid in efficiencies and free up personnel to attend to personal outreach when necessary. This would certainly help achieve Leeward's [Wildly Important Goal \(WIG\)](#) of keeping the students we have.

Since graduating, our peer mentor has been greatly missed by students and the EC team. At pivotal junctures, when students begin teetering on the edge of quitting, a peer, someone who has

personally navigated through this program recently and successfully, can speak to challenges and offer guidance in a way elders with terminal degrees simply cannot.

Our one mentor struggled to meet the demands of 13 high schools and had to sometimes, much to her chagrin, offer more tepid support than she felt students needed. Therefore, EC requests funding for three peer mentors, two for the Pearl City campus (Aiea, Campbell, Hawai'i Technology Academy, Leilehua, Mililani, Pearl City, Sacred Hearts, Waipahu, Wai'alu) and another for Wai'anae Moku (Kapolei Charter, Kamaile Academy, Nanakuli, Wai'anae). We will seek Work Study students first, but given our prior explanation of the challenges involved with finding suitably experienced candidates, EC hopes to ascertain funding.

Indeed as [Collier](#) writes, the availability and cost efficiency of a student mentor as opposed to a faculty or staff member make them viable supports. Moreover, "sharing a common perspective about how to enact the college student role seems to be associated with student success within higher education" (15). Only a peer, someone who has lived the experience from end to end, can offer this view. In fact, they alone can

- provide experience-based coaching
- build student-perspective programs and activities that support student retention, persistence, and success both inside and outside of the classroom environment.
- offer insights on developing a college mindset while still in high school.
- share information about what academic resources, support services, and student engagement opportunities at Leeward.
- met with counselors and instructors for lesson planning, training, debriefing, and updates on students.

Next, as the University of Hawai'i moves back to face-to-face instruction and services, Early College faculty and staff will once again take to the road to literally meet students where they are. We cover mileage per the 2017-2021 UHPA-BOR Contract, Article 8.D. "The Employer's present rules and regulations for reimbursing Faculty Members for use of their private vehicles when required to use such vehicles in carrying out their duties shall provide for reimbursement at the applicable federal mileage rate per mile traveled on business."

Thus, Early College requests an allowance to reimburse instructors and counselors who travel for primary duties. Having counselors once again visit students at their home campuses while continuing with periodic online advising will increase immediately available outreach support. Our goal will be a three percent increase in student advising from 17.9 to 20.9 percent.

Furthermore, as schools increase face-to-face campus interactions, we will work to increase fill rate in classes from 58 to 60 percent through more deliberate course selection based on degree/certification applicability, transferability as well as increased counselor advising. Our three-year goal, the time we estimate it will take to solidify our EC team, will be to approach the 67 percent seating level reached in 2019-2020, which, as explained in the prior section, reflected pre-pandemic registration.

As demonstrated throughout this document, meeting EC goals is tied to effective intrusive academic advising in addition to program maintenance and planning. During the pandemic, EC staff worked well beyond school hours to ensure students were receiving tools, guidance, and attention necessary

to keep them engaged and proactive while everyone faced this generation’s first global pandemic. The team researched best practices for such topics as creating stable home environments for test taking and instruction, online advising, outreach in times of crisis, and even tricks for creating and adhering to computer-use schedules for students who were sharing devices with other family members. Yet the biggest hole in all research was the emotional and motivational toll pandemic-induced isolation, fear, and economic uncertainty have on the adolescent psyche especially when facing adult-level academic demands. Unfortunately, understanding this variable supersedes all other challenges combined. Now that the world has settled into the hackneyed, “new reality,” data is beginning to emerge and scholars are once again gathering with a like-minded focus on supporting identity-forming students who lost two growth years of socialization, undistracted academic rigor, and face-to-face interaction. Those tasked with inculcating these skills also learn best from direct interaction and meaningful discussion. Therefore, EC personnel request attendance at the premier Early College conference, the annual [National Alliance of Concurrent Enrollment \(NACEP\)](#).

A key EC team member is the Academic Liaison. In addition to establishing and maintaining meaningful growth and program development, this team member manages new scholarship programs for Running Start students, those who take individual classes with Leeward’s general population. These students usually pay for their courses out of pocket. This financial assistance offers equitable access to Early College for those facing socio-economic roadblocks to higher education -- EC’s targeted demographic. EC requests this position’s continued support.

All of these actions are in line with Leeward Community College’s mission. Early College alone extends this pledge into our community high schools. Yet, this program cannot be sustained as is but seeks assistance to give our EC takers the experiences, confidence, and, of course, college credits to bridge them successfully from secondary to higher education with reduced time to degree. Early College students are our students, and we strive to keep them in the collegiate ranks.

5. Resource Implications

Resource	Estimated Cost
Continued six course releases for the Academic Liaison.	6 course releases/semester, 3 credit per summer = 15 course releases per academic year
Three Peer Mentors, 10 hours a week during semesters including summer.	Fall, Spring: \$10.60/hour (A11) 10 hours/week X 16 weeks = \$1,696 \$1,696 X 3 = \$5,088 Fall + Spring = \$10,176 Summer: \$10.60/hour (A11) 10/week X 10 weeks = \$1,060

	$\$1,060 \times 3 = \$3,180$ Summer = \$3,180 \$13,356.00
Contract a computer programmer or to purchase software to assist in tracking, monitoring and sharing of admissions, testing and course eligibility information with high school partners and student participants in order to increase program efficiency.	\$25,000
<p>It has been two years since our Early College team had the opportunity to attend the NACEP conference. While we were able to attend virtually in 2020, the conference is now exclusively face-to-face. As the state's largest Early College program, the Leeward team wants to remain effective supporters for our students.</p> <p>The conference runs from November 6-8, 2022 in Minneapolis, MN.</p> <p>Attendees: EC Coordinator, Academic Liaison, 6 counselors</p>	<p>Hyatt Regency Minneapolis, Convention Center: $\\$209 \times 4$ nights = \$836 +\$65 for taxes and fees per registration = \$901</p> <p>Estimated airfare: \$853 roundtrip</p> <p>Registration fee for members: \$345</p> <p>\$16,792</p>
<p>Mileage reimbursement per 2017-2021 UHPA-BOR Contract, Article 8.D. "The Employer's present rules and regulations for reimbursing Faculty Members for use of their private vehicles when required to use such vehicles in carrying out their duties shall provide for reimbursement at the applicable federal mileage rate per mile traveled on business."</p> <p>IRS Standard Mileage Rate, 2021: 56 cents per mile.</p>	<p>20 summer instructors at 15 miles, 4 times a week at 5 weeks = $6,000 \times 56$ cents = \$3,360</p> <p>65 fall and spring instructors at 15 miles, two times a week times 32 weeks = $62,400 \times 56$ cents = \$34,944</p> <p>6 counselors at 15 miles, 2 times a week at 37 weeks = $6,600 \times 56$ cents = \$3,696</p> <p>\$42,000</p>
TOTAL FOR EARLY COLLEGE	\$97,148.00 + 6 cr. TE

I am NOT requesting additional resources for my program/unit.