

## Welcome

PR/Award Number: **P382B160020**  
 Grantee Name: **Mt San Antonio College**

Reporting Period: **10/1/2018 to 09/30/2019**  
 Program Officer: **Pearson Owens**  
**(Pearson.owens@ed.gov)**

## Grant Identification

### General Information

<b>PR Award Number:</b>	P382B160020	<b>Unit ID:</b>	119164
<b>Program:</b>	Title III - Part F Asian American and Native American Pacific Islander-serving Institutions		
<b>Grantee Name (Institution Name):</b>	Mt San Antonio College		
<b>Address 1:</b>	1100 N GRAND AVE		
<b>Address 2: (Optional)</b>			
<b>City:</b>	WALNUT		
<b>State:</b>	CALIFORNIA	<b>Zip:</b>	91789 <b>Zip + 4:</b>
<b>Project Title:</b>	Arise Program		
<b>Institution Type/Control:</b>	2-year Public	<b>Grant Type:</b>	Individual Development Grant

### Project Director

<b>First Name:</b>	Aida	<b>Last Name:</b>	Cuenza-Uvas
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### Additional Contact Person Information

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### Grant and Report Information

<b>Grant Award Year:</b>	10/01/2016
<b>Reporting From:</b>	10/1/2018 to 09/30/2019
<b>Grant End Year:</b>	09/30/2021
<b>Reporting To:</b>	Pearson Owens (Pearson.owens@ed.gov)

## Section 1: Executive Summary

Unless otherwise stipulated, please answer each question in 4,000 characters or less. When answering, please organize your responses according to the following focus areas:

- Academic Quality
- Student Services
- Institutional Management
- Fiscal Stability

Keep in mind that these questions, unless otherwise stated, pertain to the reporting period indicated above.

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### 1A Legislative Intent

Use this section to summarize how your grant is enabling your institution to fulfill the legislative intent of the Title III, V, or VII Program during the current Reporting Period.

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**1.** The goals of Title III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Summarize the impact your institution's Title III, Title V, or Title VII grant has had this year on the following institutional measures: (a) Enrollment, (b) Graduation, (c) Retention, and/or (d) Fiscal Stability.

Year 3 Report

The continuation of grant activities have focused on providing instructional support, counseling interventions, student development, professional development, and research and evaluation. These activities primarily contributed to institutional measures for success and institutional goals and outcomes for academic quality and student services, while supporting efforts toward institutional management and fiscal stability.

Academic Quality

The program's goal was to increase successful completion of college-level English and math courses by five percent each year. In year two, 55% of the total students in the Arise cohort (n=632) met the English course completion goal. For math, the year two completion rate for Math 71 (intermediate algebra) was 44% (n= 279 out of 632). In year three, the successful completion rate was 57% (n= 509 out of 890 students) – a 13% increase.

The first AANAPISI grant provided resources to develop instructional support (Directed Learning Activities or DLA's and non-native English speaker or NNES workshops) in partnership with our AMLA (American Language) and Writing Center. Of the 171 Arise students classified as ELL students, 124 students (73%) successfully completed AMLA or English classes.

Of the 890 Arise students, 37% (330) have graduated or transferred in year three, a 9% increase over year two.

Student Services

The Arise Program provides educational advisement and student development opportunities to students in the program from initial point of contact and throughout the course of their

participation in the program: peer mentor check-ins, individual and group advisement and counseling, ASAP! communication, fale fono (community meetings), digital stories project, leadership retreat, as well as collaboration with other programs to support tutoring and scholarship and university transfer applications. We are continually working to improve and modify our system to track students' progress, recognize students' accomplishments, address student development needs, encourage students' leadership development, and investigate the needs of students. These integrated efforts contribute to various markers of success. By the end of year three, 90% of our students completed an educational plan that documents their career goals and courses needed to fulfill their major. In year three of the grant, out of the 116 new students, 84 or 72% of students completed their check list in their first year in the program. This checklist is way to get a baseline assessment on where the student is at the time of program entry. Checklist items that students self-report include whether they have met with a counselor or educational advisor, have an educational plan, processed financial aid, completion of any English or math courses. Monitoring these items helps us to identify areas in which we may need to intervene and redirect students to complete important tasks. One of the major tasks is for students to either complete the English writing and math placement tests or complete the Assessment Questionnaire within two semesters of joining the Arise Program. In year three, 96% of the new 116 students fulfilled this expectation.

The program also engages with students to better understand their needs and provide support within the affective domain (e.g., enhanced sense of identity and confidence in their abilities to achieve their academic goals). In year three, we held ten fale fono (Samoan term for house meetings) and covered a range of topics that included academic planning, career exploration, cultural identity, FAFSA, motivation, university transfer, adulting, and gender justice. Continually learning about our students needs was facilitated through focus groups among students within the program (male athletes, Pacific Islander women, Southeast Asian students, FilipinX students). The focus groups or "talking circles" we conducted provided insights to particular concerns, such as basic needs insecurities-food and housing expressed by male athletes, Pacific Islander female perceptions of support and need for a safe and validating space to reflect on their experiences, consciousness among FilipinX students about their identity, and academic stressors placed on Southeast Asian students or their struggles to find balance between social and academic involvement. In turn, these insights enabled the staff to consider how they might refer students to campus resources or incorporate student development activities to address concerns or interests.

We recognized Arise student graduates and transfers' accomplishments during our end of the year celebration, Milestones Recognition Ceremony in June 2019. We also continued with the Digital Stories Project, which provides an opportunity for students to engage in a process to develop their chosen narrative into a video to be shared in educational spaces, as part of conference presentations and professional staff training. Each year, we have also provided an opportunity for 30-36 students to participate in a multi-day retreat where they explore their leadership and personal development through workshops, activities, ropes/challenge courses, reflective conversations, and community building exercises. Our approach to Student Services, as a specialized program, is to address the holistic needs of students through not only traditional but also culturally-relevant programming.

#### Fiscal Stability

We have been demonstrating fiduciary responsibility by efficiently spending down the grant with approved activities. As of this budget period, we have expended approximately 85% of the

budget allocated thus far. The carryover funds will continue to be spent down on grant-funded activities and emergent activities that will serve the AANAPI population needs.

### Institutional Management

Under the Student Services division, we are designated as a case-management program. One of our key grant activities is to communicate with students about their academic progress. This is facilitated through the distribution of our Arise Student Action Plan! (ASAP!), which contains a personalized profile of academic progress variables (e.g., term and cumulative GPA, term and cumulative unit attempt and completion, English and math course progress). During this budget year, we disseminated student reports after our primary terms, Fall 2018 and Spring 2019. The increase in the numbers of student ASAP letters increased by 65% from year two to year three (from 1210 to 1993). Our team utilizes these student profiles during one-on-one meetings. Given that we have new students enter the program each term, it is necessary to review this topic with our students regularly. The Arise Program serves our intended population of AANAPI students, but we also support other low-income and students of color by creating opportunities for student interactions, specific counseling interventions, and student development opportunities. The grant continues to support important and meaningful work for the students in our program. This program has had an impact on graduation, retention, and persistence among enrolled AANAPI and non-AANAPI students participating in the program.

## 2. Summarize some of the major milestones reached this year as a result of the grant project(s).

During Year 3 (Oct. 1, 2018 to Sept. 30, 2019), we reached the following milestones:

1. We celebrated 30 student participants who graduated and/or transferred at our annual Milestones Recognition event held June 2019. Among these students were those who transferred to baccalaureate institutions, including the University of California, California State University, private colleges and universities, and out-of-state institutions.
2. As of Spring 2019, we sent out 387 Arise Student Action Plan! (ASAP!) personalized reports as part of our case management efforts. Between year 2 and year 3, we increased the number of reports sent by 65%.
3. Following the initial talking circles that served as focus groups in the prior budget year, we were able to implement monthly talking circles for four student groups within Arise: male athletes, Filipinx, Southeast Asians, and Pacific Islander women. During these meetings, we were able to discuss topics that were germane to the student needs at that particular time. It served as a check-in for each group and as a way to identify resources, as well as note what future programming we may need to develop or incorporate to our community space meetings (fale fonos).
4. We took a group of 27 students from across Equity-focused programs on an educational tour to learn about Filipino-American activism and involvement during the labor movement in Delano, the location of the Farmworker's movement wherein Larry Itliong was among one of the organizers who led the strike. Students learned of the experiences of two men, Alex Ellidor and Roger Gadiano, who grew up in the community and still live there. Students were able to visit Agbayani Village and the Filipino Community Center, among other spaces important to the history of that area. In preparation for that educational experience, students watched videos

about the “Manongs”, bachelor men who migrated to the United States and worked as farmers in the 1930s and 1940s.

### 3. Summarize where your institution needs support for the grant project(s).

The need for program institutionalization is an ongoing topic. At the end of year three and as the grant sunsets, we continue to articulate through our Planning for Institutional Effectiveness (PIE) process. Ultimately, we need to continue to plan for the Arise Program's institutionalization beyond the director position. This institutional commitment will provide a foundation of support for all the grant's projects including human resources: program specialist, educational advisor, and counselor. One project that we are exploring is the development of a learning community that focuses on the intersections of AAPI identity, which would fold in courses across the humanities. Through support of the grant's carryover budget, we can contribute to the development of this project for opportunities beyond the curriculum, such as educational activities that focus on transfer, career development, skill building. As noted in last year's summary, a persistent challenge is awareness of higher education opportunities and navigating higher education in general among first generation students and their families, especially for Pacific Islander families. The development of this educational activity is among our future top priorities, as a way to recognize student achievements and to invite families to participate in that acknowledgment while increasing their understanding of the necessary student support.

### 4. Has your institution's project(s) contributed to (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year? If so, how? These may be presentations, publications, program development and/or expansion, and recommendations for policy changes due to the work being conducted on campus.

During year three, we presented in several higher education spaces, locally, nationally and internationally. We shared our practitioner knowledge and programming (grant activities) for the AANAPI population we support through the Arise Program. In October 2018, we presented twice at the MSI Convening that was held annually in Richland, TX: “Data Driven Decision Making in Action” and “Data, Grants, APRs, Oh My!”, the latter of which focused on how to consider and thread data as institutions contemplate the life of a grant, from the phases of preparing, application, and final reporting. At the NASPA (Student Affairs) Western Regional Conference held in Sacramento in November 2018, our team presented “Waze to be a Student Ready Campus: An Inside look at Mt. SAC's Arise Program's Holistic Programming Efforts”. The Arise Program was also represented at the University of Guam T.E.A.M. Conference where “Digital Stories: Pacific Islander Student Narratives as a Professional Development Tool” was presented. The Arise Program presented at the Native American Indigenous Studies Association (NAISA) international conference held in New Zealand in June 2020. The title of that presentation was, “Urban Islanders: Voices and Narratives of our Generation Z Pacific Islanders through Digital Talk Story. This space also served as a professional staff development experience that specifically targeted Pacific Islanders in higher education.

### 5. How has the grant helped to carry out the mission of your institution this year?

The college's overarching mission is to promote "academic excellence" through the provision of "quality education and services" so that "students become productive members of a diverse, sustainable, and global society." The success of low income, first generation, equity-focused student groups, especially Pacific Islanders and immigrant students, has contributed to the

overall success of the college, especially in addressing disproportionality in student success.

On a daily basis, our program staff interact with students who come to us at different points along their educational trajectory. Among the students, we have had recent high school graduates, formerly incarcerated, returning older adults, students recently immigrated or relocated from out of state. These students may also self identify as men of color, women of color, first generation college, low income, or students with access (differently-abled) needs. The students the program serves are not only AANAPI students, but also students who are of mixed heritage, identify with other ethnic backgrounds, gender conforming and non-conforming, have language barriers, or may have had a different situational context that requires more guidance, understanding and knowledge building outside of the classroom. This idea of providing resources to students in order to become productive members of society means that we have to understand our students, their needs, and serve as a conduit to increasing their knowledge, skills, and self-confidence.

What we have learned about the different students we have engaged with over time is that building community and developing a trustworthy relationship is a necessary precursor to the efforts of any program. In fact, because of the work that has unfolded in our daily interactions with our students, the Arise Mission is "to support all students committed to their holistic development, addressing their cultural, personal, student, academic and leadership potential in a safe space that promotes respect, accountability, and integrity." What has been important in our practice is how we operationalize our mission statement and create intentional programming where we address self-authorship, validation and confidence building, increasing social and navigational capital, and helping students figure out how to manage life transitions as they emerge. The ability to engage students requires creating a safe space for reflection, understanding, and defining educational and personal goals. Through our grant, we are able to focus on what environmental factors influence students and how it may not align with our institutional expectations, including how we respond to the distinctive needs of our AANAPI students. As a student service program, we have the responsibility to address the student's growth and development, not only as a college student who pursues graduation and/or transfer, but also as a human being trying to negotiate through the complexity of their lived experiences while thriving as a student, often with multiple responsibilities to family and community, which exist beyond the college environment or are at times a greater priority.

**6.** For continuous improvement, what modifications do you wish to make to your grant project(s) during the upcoming reporting year?

Toward the latter part of year 3 we initiated conversations about developing a learning community that would include a cross-section of Humanities courses, wherein the intersections of AAPI identity could be examined through an academic lens. In year four, we will be exploring the feasibility and design of the learning community for implementation in Fall 2020, Spring 2021 and Summer 2021. A request was submitted to ED to articulate these plans and the intent to use part of the carryover budget to provide allowable funding support for discussed and vetted items.

**7.** If applicable, how did the cooperative arrangement aspect of the grant benefit the institutions involved?

Not applicable.

**8.** For those programs that required standards of evidence in the application (ANNH, AANAPISI, NASNTI, SIP, etc....), how are you meeting the standards you cited in your grant application?

The number of students served in year three of our grant continues to increase. As a result, the number of students achieving the 16 goals outlined in our grant objectives is also on the rise. Despite the fact that we more than doubled the number of students served by our program over a three year period, we managed to meet or exceed all but one of our 16 objectives. Financial literacy participation in campus programming beyond FAFSA (financial aid and scholarships) needs improvement; in year four we will be exploring opportunities to engage students. Among our cohort of students, 61% have completed English 1A or higher and 49% completed Math 71 (Intermediate Algebra) or higher. This year, the number of our students successfully completing math coursework each year exceeded our expected target of 47%. In fact, 57% of 890 students have completed a math course. We suspect that a part of this growth is attributed to the policy changes (AB 705) mandated by the state wherein students are prompted to enroll in college level courses that include some sections designed with additional support for the course. Beyond access to financial aid, an objective that we included was students' participation in financial literacy programming. Each year our researcher produces a document of all research conducted on the grant activities. This report is attached. Each objective requires data collection. Although the methods utilized to collect this information were established in year one, we continue to refine and improve our techniques.

**9.** If you have conducted program evaluation, assessment, or research related to the grant, please summarize your results. If you have any documents (journal articles, institutional publications, presentations, etc....) that provide greater detail of your results that you would like to highlight, please attach them for review.

Attached is the annual report of research conducted on our grant activities for year three, entitled, "Arise Grant 3, Year 3 Research Report". This report highlights the impact of the activities we completed during this budget cycle. This includes survey results from events we have held, samples of our ASAP! Letter, and other outcome data about our program such as usage of our center, and a profile of our students' demographic breakdown (e.g., gender, ethnicity), enrollment numbers, persistence, grade point average, and units completed. We have also included, when possible, the powerpoint files of our presentations at conferences and meetings during year three. The presentations have allowed us to share our work in educational spaces in local, national and international spaces about the successes and challenges in serving AANAPI students. Please refer to the attached report for data outcomes and narratives.

[Year\\_3\\_Research\\_Report\\_Arise.pdf](#)

## **1B Experience With Grant**

From the list of questions below, **select at least two questions** that document your institution's experience with the grant during this reporting period.

1. Besides this grant, please provide how you are leveraging other Office of Postsecondary Education (OPE) grants (Title III, V, VII, SSS, GEAR UP, etc.) and discuss the long-range impact these grants have had on your institution's capacity to fulfill the goals of the legislation.
2. If your institution has experienced any unexpected results due to this grant, which affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

In what started as focus groups for the grant's research efforts on different sub-groups within the Arise student cohort in year two, we transformed the four focus groups (male athletes, Pacific Islander women, FilipinX, and Southeast Asians) multiple talking circles. This presented the ongoing opportunity to gain greater insight to student concerns, interests, perspectives, and what they felt they were missing (or wanted to learn) about their AAPI experiences. What resulted were new opportunities to explore and understand our students and adjust our programming to meet their needs. The students' voices also gave us direction in planning other collaborative events and activities. A philosophy of our program is that although we target the Asian American and Pacific Islander students, we are inclusive of other students who feel they can benefit from their involvement. This mindset has allowed do collaborative work through the Digital Stories project, which is also supported through Student Equity; this project has allowed students to create a digital video of their narrative that has served to educate the campus community about the student's journey in connection to their education. Every year we have been able to take over twenty students to APAHE, about twenty students to an educational fieldtrip, and over thirty students to an annual leadership retreat. The educational fieldtrip (April 2019) was to Delano, a farming community that was the site of the Grape strike and farmer workers labor movement. What was less known about that historical event was the involvement of Filipino farm worker activists who were responsible for initiating the strike. This fieldtrip created the opportunity to expand the historical relevance to not only the Latino community, but also to the Filipino-American community within California's history. With Humanities courses that are newly being developed or modified (e.g., History, Sociology), the opportunity arose to explore how we might develop and create a learning community that could explore intersections of AAPI identity. The outcome of this planning will be detailed in the next APR. The students in our program are diverse, and the program has become a space where AAPIs and non-AAPIs learn together and build community, forming a support system that has been observed across equity groups, especially those housed in the Equity Center.

The college continues to explore ways to improve the educational journey of all our students. As a result, the information technology department and our researcher have begun investigating ways to use predictive analytics to connect students with the services and resources that will aid in their success. Due to the extensive and varied data our program has collected over the past eight years, we were selected as the source for the early experiments in utilizing "big data" to help students. These efforts began in August of 2019 and with each iteration we get closer to identifying proxy variables that may help us meet student needs in a timely and efficient manner.

3. Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to combat these challenges.
4. Has the grant facilitated or contributed to bringing additional resources to your



institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities? Please explain.

**5.** How would you improve or change the Grant Program (e.g., customer service, allowable activities, regulations, statute)?

#### Regulations and Statute Changes

Dual designation continues to be a point of contention for AANAPISI programs. In regions like California, where institutions meet the threshold for both HSI and AANAPISI eligibility, this issue becomes glaringly evident when an institution must choose one award over another. Of the total AANAPISI awarded programs across the US, about half are located in California. This has been a consistent conversation in spaces where AANAPISIs have met, such as regional meetings and annual gatherings at APAHE National Conferences. The complexity and heterogeneity of the AAPI community--migration patterns, generational status, immigration background, socioeconomic status, participation in higher education, success in higher education--provide the backdrop what potential resources could be established by the grant. The kinds of programming and allowable activities permit institutions to explore culturally-relevant programming and create spaces to support the unique needs of the diverse students categorized under the umbrella of Asian Americans and Pacific Islanders (AAPI), and to dismantle the "model minority myth" that often afflicts this community.

#### Allowable Activities

Although Part A does, Part F does not permit outreach activities. This places a burden on institutions that are only eligible for Part F. For example, among the Pacific Islander community, many families have limited knowledge and limited interaction with colleges. The migration of students from various Pacific islands, neighboring states, or areas farther away from the local community college are far less common for other student programs who primarily draw from the immediate neighborhoods. Community outreach would be an important activity to strengthen AANAPISI programs in connecting students, families, and institutional agents, in order to build comprehensive support for students on- and off-campus. This type of a partnership would manage every stakeholders' expectations for students' participation and success in college. An organized outreach event can also help institutions establish a relationship with family, who represents an important role in students' decision-making, which can influence students' ability to access resources, participate in college, as well as strengthen the value of a college education among college-going students.

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## Section 2: Institutional Profile

### Institutional Measures (GPRA indicators):

The Government Performance and Results Act of 1993 (GPRA) is a statute that requires all Federal agencies to manage their endeavors and corresponding results. Each agency states what it intends to accomplish, identifies the resources required, and periodically reports its progress to Congress. It is expected GPRA indicators will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service delivery, and customer satisfaction. As of 2017, the GPRA indicators for Title III, Title V, and Title VII grants within the Higher Education Act (HEA) are (1) Enrollment, (2) Retention, (3) Graduation, and (4) Fiscal Stability.

### 2A Institutional Measures (GPRA Indicators)

Complete the following table up through the current Reporting Period. Your "Total Fall Enrollment" and "Fall to Fall Retention %" should come from the Fall Census Data.

Grant Year Collection Year	Pre-Grant (2015-16)	Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Total Fall Enrollment	28,991	29,446	29,960	29,346	0	0
Fall-to-Fall Retention %	70	70	69	71	0	0
2-Year Graduation Rate (2-Year)	9	12	11	13	0	0
4-Year Graduation Rate (2- & 4-Year)	31	32	31	32	0	0

### 2B Institutional Leadership

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.) or in the Grant Leadership (project director, activity director, etc.)?

No  Yes

### 2C Accreditation

1. Which is your institution's primary accrediting agency? [Please check only one]

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- The Higher Learning Commission of the North Central Association of Colleges and Schools

- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges
- Western Association of Schools and Colleges Senior College and University Commission
- Other (please specify)

## 2D Audit

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1. Has an audit that complies with OMB Circular A-133 been completed?

- No  Yes

If yes, please enter the year the most recent audit was conducted:

2019

2. Were there any findings in the audit?

- No  Yes

## 2E Endowment

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1. Do you have an Endowment Challenge Grant?

- No  Yes

2. Are grant funds being used for an endowment activity?

- No  Yes

3. Do you have an endowment on a previous award not matured?

- No  Yes
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## Section 3: Expenditures and Activities

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### 3A Total Expenditures

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**1.**  
Total federal dollars spent on your Title III/V grant during the reporting period. This should include all activities, endowment, and management costs. This figure should reflect actual expenses during the period. Planned or delayed expenses should NOT be included:

326,815

**2.**  
Total federal dollars spent on your Title III/V project management and evaluation during the reporting period:

54,126

**Total federal dollars spent on your Title III/V activities during the reporting period (line 1-line 2). The total dollar amount you report on grant activities later in this section should equal this amount.**

**272,689**

**3.**  
Total number of activities carried out during the reporting period (**from your grant proposal**):

43

### 3B Focus Area Outputs

The following are institutional outcomes that can be categorized according to the four focus areas. Please provide information on at least two of the measures in each focus area (eight measures total) that you feel are most reflective of your activities supported by Title III/V/VII funds for the current reporting period. You have the option of entering your own unique outcome goals in the area marked "Other."

You should indicate whether you achieved the related outcome during this reporting period. Remember, you are only required to select at least two outcomes in each focus area. Many Grantees might be in their first grant year and unable to report on any outcomes. If this is the case, you should indicate which goals you will report on next year. If applicable, you have the option of defining in the Supporting Statement the cohort of students for which this outcome is being measured. Among other things, your cohort might be based on your academic year, a sub-population of students (e.g., students with deficiencies in basic skills), or another point in time. Please be concise in this area. In some instances, it might be necessary to provide a statement that supports your response. (Your supporting statement should be limited to 2 to 3 sentences.)

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## Academic Quality

19. Other: Did 70% of our Arise students persist from Fall 2018 to Yes

Initial #	Final #	Goal #
87	83	70

### I would like to provide a supporting statement:

In Fall 2018 there were 468 Arise students enrolled. 386 of these students enrolled in Spring 2019. This means we had an 83% persistence rate.

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20. Other: Has the number of English Language Learners (ELL) stu Yes

Initial #	Final #	Goal #
160	171	3

### I would like to provide a supporting statement:

During the third year of the grant, the number of ELL students increased by eleven students in our Arise program. Seventy-three percent of the 171 ELL students in the Arise Program have successfully completed AMLA and English classes as of this budget year.

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## Fiscal Stability

9. Other: Has the percentage of grant fund expenditures increas Yes

Initial #	Final #	Goal #
85	93	

### I would like to provide a supporting statement:

In year two, we were awarded \$325,620. We expended 85% of this funding in year two. In year three, we were awarded \$350,000. We expended 93% of the budget allocation.

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10. Other: Has the grant prudently and efficiently spent the funds Yes

Initial #	Final #	Goal #
276547	326815	1

### I would like to provide a supporting statement:

**I would like to provide a supporting statement:**

By the end of year 3, we had expended \$326,815 of our funding. We anticipate implementing additional grant activities to continue helping us meet our objectives with carryover funds.

**Institutional Management**

**14.**Other: Has the ability of program staff to monitor student prog  
 Yes

<b>Initial #</b>	<b>Final #</b>	<b>Goal #</b>
1210	1993	6

**I would like to provide a supporting statement:**

Access to the student personal academic progress reports (ASAP! Letter) allows program staff to monitor the students' progress and identify which students require more immediate attention and review students' progress over time (multiple data points).

**15.**Other: Has the internal tracking of Arise student contacts in ea  
 Will Report Next Year

**Student Services**

**3.** Has the average GPA of students changed?  
 Yes

<b>Initial GPA</b>	<b>Final GPA</b>	<b>Goal GPA</b>
2.80	2.88	

**I would like to provide a supporting statement:**

The overall GPA of Arise students at the end of year two, as of Spring 2018, was 2.80. Arise students at the end of year 3 (those enrolled in Spring 2019), had an average cumulative GPA of 2.88.

**4.** Has the number of students continuing to further postsecondary education changed?  
 Yes

<b>Initial #</b>	<b>Final #</b>	<b>Goal #</b>
57	114	5

**I would like to provide a supporting statement:**

At the end of year two, 57 Arise students were identified in the National Student Clearinghouse database as being enrolled in a baccalaureate granting institution. At the end of year three, 114 students were identified representing twice as many students.

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### 3C Activities

You must provide information about all grant activities during the reporting period. You will add one activity at a time, assign a focus area, and break out expenses according to the Legislatively Allowable Activities. The activities will display on the page below as you add them. Before you start this section, gather your grant activity and expense detail, along with your original grant application.

Activity	LAAs	Total Dollars Spent
<p><b>Activity 1:</b> Instructional Support <b>Focus Area:</b> <i>Student Services and Outcomes</i></p>	<p><b>LAAs:</b></p> <ul style="list-style-type: none"> <li>Tutoring, counseling, and student service programs designed to improve academic success. <b>Dollars Spent: \$49,561.88</b></li> </ul>	<p><b>\$49,561.88</b></p>
<p><b>Activity 2:</b> Counseling Intervention <b>Focus Area:</b> <i>Student Services and Outcomes</i></p>	<p><b>LAAs:</b></p> <ul style="list-style-type: none"> <li>Tutoring, counseling, and student service programs designed to improve academic success. <b>Dollars Spent: \$73,247.23</b></li> </ul>	<p><b>\$73,247.23</b></p>
<p><b>Activity 3:</b> Student Development <b>Focus Area:</b> <i>Student Services and Outcomes</i></p>	<p><b>LAAs:</b></p> <ul style="list-style-type: none"> <li>Tutoring, counseling, and student service programs designed to improve academic success. <b>Dollars Spent: \$111,603.11</b></li> <li>Other Activity : Retention activities <b>Dollars Spent: \$15,036.63</b></li> </ul>	<p><b>\$126,639.74</b></p>
<p><b>Activity 4:</b> Professional Development <b>Focus Area:</b> <i>Student Services and Outcomes</i></p>	<p><b>LAAs:</b></p> <ul style="list-style-type: none"> <li>Tutoring, counseling, and student service programs designed to improve academic success. <b>Dollars Spent: \$22,970.35</b></li> </ul>	<p><b>\$22,970.35</b></p>
<p><b>Total Dollars Spent on All Activities</b></p>		<p><b>\$272,419.20</b></p>
<p><b>Total Federal Dollars Spent on Your Title III/V Activities (from 3A)</b></p>		<p><b>\$272,689.00</b></p>



### 3D Objectives and Performance Measures

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**Number of Activities: 4**

**Project Goal:**

Please report on the status of your grant's project objectives (as stated in the original grant application). The objectives should be organized by the activities you added in the previous section. You must add at least one objective for every activity.

**Activity 1**

**Activity 1: Instructional Support**

**\*Objective 1.1**

**Objective:**

Objective 1a: The number of Arise students Completing English 1A will increase by 5% each year.

**Objective Status:**On schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

With a target annual increase of 5%, we have met this goal for our Arise students. In this budget cycle the total number of Arise students who completed English 1A is 540 (61% of all Arise students). Previously, we had 345 Arise students complete English 1A (55% of all Arise students). This represents an increase of six percentage points over last year and exceeds the 53% target.

**\*Performance Measure 1.1.1**

**Performance Measure Description:**

Baseline measurement.

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

Annual

**Data Type:**Ratio

Target	Actual
472.00	540.00
/	/
890	890
<b>53%</b>	<b>61%</b>

**\*Objective 1.2**

**Objective:**

Objective 1b: The number of Arise students Completing Math 71 will increase by 5% each year.

**Objective Status:**On schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

In year two, our completion rate for Math 71 was 44%, which met the increase target of 43% (a five percent annual increase). The target for year three, based on the five percent increase, was 48%. The actual completion rate for Math 71 was 49%, which met our goal.

**\*Performance Measure 1.2.1**

**Performance Measure Description:**

Baseline measurement

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

Annual

**Data Type:**Ratio

Target	Actual
427.00	437.00
/	/
890	890
<b>48%</b>	<b>49%</b>

**\*Objective 1.3**

**Objective:**

Objective 2: The number of Arise students successfully completing math coursework following program interventions will increase by 5% each year.

**Objective Status:**On schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

In year three, 57% or 507 of our 890 successfully completed math coursework, which exceeded our objective of 47%.

**\*Performance Measure 1.3.1**

**Performance Measure Description:**

Baseline measurement

**Measure Type:**

Project

**Date Last Measured:**

12/31/1969

**How Often Do You Measure**

Annually

**Data Type:**Ratio

Target	Actual
418.00	507.00
/	/
890	890
<b>47%</b>	<b>57%</b>

**\*Objective 1.4**

**Objective:**

Objective 3: Upon completion of English language development interventions, the number of Arise ELL students successfully completing their AMLA and English courses will increase by 5% each year.

**Objective Status:**On schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

Seventy-three percent of our Arise ELL students completed AMLA and English courses. We exceeded the goal of 68% for year three.

**\*Performance Measure 1.4.1**

**Performance Measure Description:**

Baseline measurement.

**Measure Type:**

Project

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

Annually

**Data Type:**Ratio

Target	Actual
116.00	124.00
/	/
171	171
<b>68%</b>	<b>73%</b>

**Activity 2**

**Activity 2: Counseling Intervention**

**\*Objective 2.1**

**Objective:**

Objective 4: Increase the number of Arise students who graduate/transfer by 5% each year.

**Objective Status:**On schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

In year two 169 or 27% of our students graduated or transferred. Our goal for year two was 23% which was met and exceeded. In year three, 330 or 37% of our Arise students graduated or transferred. Our goals for year three was 28%. This goals was also met in the current budget year.

**\*Performance Measure 2.1.1**

**Performance Measure Description:**

Baseline measurement

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

Annually

**Data Type:**Ratio

Target	Actual
249.00	330.00
/	/
890	890
<b>28%</b>	<b>37%</b>

**\*Objective 2.2**

**Objective:**

Objective 5: 80% of Arise students will complete an educational plan, documenting their career goals and courses needed to graduate/transfer within two semesters of joining the program.

**Objective Status:**On schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

Our goal for objective 5 was that 80% of our students will have an educational plan. In year three, 803 Arise students or 90% of our students had educational plans on file. We met and exceeded our goal.

**\*Performance Measure 2.2.1**

**Performance Measure Description:**

Pre-determined measure

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

Annually

**Data Type:**Ratio

Target	Actual
712.00	803.00
/	/
890	890
<b>80%</b>	<b>90%</b>

**\*Objective 2.3**

**Objective:**

Objective 6: 70% of Arise students will complete English writing and math placement tests within two semesters of joining the program.

**Objective Status:**On schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

Our goal for objective 6 is that 70% of our students will complete English and math placement tests within two semesters of joining the program. In year three, 111 or 96% of our students either took the placement exams or completed the Assessment Questionnaire (AQ). We met and exceeded our goal.

**\*Performance Measure 2.3.1**

**Performance Measure Description:**

Pre-determined measure

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

Annually

**Data Type:**Ratio

Target	Actual
81.00	111.00
/	/
116	116
<b>70%</b>	<b>96%</b>

**\*Objective 2.4**

**Objective:**

Objective 8: 70% of new Arise students will complete 70% of their Guided Pathways checklist of tasks within one year of program enrollment.

**Objective Status:**On schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

In year three we surpassed our goal of having 70% of Arise students complete 70% of their checklist within the first year of joining the program; 72% of students met this objective.

**\*Performance Measure 2.4.1**

**Performance Measure Description:**

Pre-determined measure

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

Annually

**Data Type:**Ratio

Target	Actual
81.00	84.00
/	/
116	116
<b>70%</b>	<b>72%</b>

**Activity 3**

**Activity 3: Student Development**

**\*Objective 3.1**

**Objective:**

Objective 7: 70% of Arise students will participate in financial literacy programming.

**Objective Status:**Not Achieved

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to support and explain why the project objective will not be met.

The financial literacy workshop that we were encouraging students to attend was not held during year three. In year four, we will pursue other means and strategies of meeting this objective.

**\*Performance Measure 3.1.1**

**Performance Measure Description:**

Pre-determined measure

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

Annually

**Data Type:**Ratio

Target	Actual
--------	--------

623.00	101.00
/	/
890	890
<b>70%</b>	<b>11%</b>

**\*Objective 3.2**

**Objective:**

Objective 9: 70% of Arise students who participate in program activities will self-report an enhanced sense of identity and confidence in their abilities to achieve their academic goals.

**Objective Status:**On schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

In year three, 97 or 97% of the students surveyed reported an enhanced sense of identity and confidence in their abilities to achieve their academic goals. This exceeds our goal of 70%.

**\*Performance Measure 3.2.1**

**Performance Measure Description:**

Pre-determined measure

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

Annually

**Data Type:**Ratio

Target	Actual
70.00	97.00
/	/
100	100
<b>70%</b>	<b>97%</b>

**\*Objective 3.3**

**Objective:**

Objective 10a: Create at least five professional development activities that promote cultural responsiveness and best practices in working with AANAPI students.

**Objective Status:**On schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

Since the start of this grant, we have offered 16 professional development activities that promote cultural responsiveness and best practices in working with AANAPI students. This exceeds our goal of 5 different activities.

**\*Performance Measure 3.3.1**

**Performance Measure Description:**

Life of the grant

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

Life of the grant

**Data Type:**Raw Number

Target	Actual
5.00	16.00

**\*Objective 3.4**

**Objective:**

Objective 12: At least two focus groups of AANAPI students will be held each year.

**Objective Status:**On schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

Sixteen talking circles (focus groups) were completed for four sub-groups within the Arise Program. Pacific Islander women (4), male athletes (4), FilipinX (5), and Southeast Asian (3) students to learn more about their issues, concerns, and needs.

**\*Performance Measure 3.4.1**

**Performance Measure Description:**

Pre-determined measure

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

Annually

**Data Type:**Raw Number

Target	Actual
2.00	16.00

**Activity 4**

**Activity 4: Professional Development**

**\*Objective 4.1**



**Objective:**

Objective 10b: 70% of College personnel participating in grant-funded professional development will self-report increased awareness, understanding, and will attempt to implement one new strategy in working with AANAPI students.

**Objective Status:**On schedule

**Objective Narrative:**

Please provide a brief statement, with data and references to goals stated in your application as appropriate, to document the work towards this project objective during the current reporting period. Please describe any unexpected results due to this project objective.

NEED DATA:

In year three, five of six college personnel who participated in grant-funded professional development activities responded to a survey regarding this objective. 83% of these respondents reported increased awareness, understanding, and a willingness to implement one new strategy in working with AANAPI students. This goal was met and exceeded.

**\*Performance Measure 4.1.1**

**Performance Measure Description:**

Life of the grant

**Measure Type:**

Program

**Date Last Measured:**

09/30/2019

**How Often Do You Measure**

Annually

**Data Type:**Ratio

Target	Actual
5.00	5.00
/	/
6	6
<b>83%</b>	<b>83%</b>

## Section 4: Budget and Budget Summary Narrative

### 4A Budget

Enter your budget. If you click the "changes" box, a text field will display within that section for you to enter a line item budget narrative explaining the changes

A	B	C	D	E	F	G	H	I	
Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	Expenditures	Non-Federal Expenditures	Carryover Balance Current Year (D E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes
Personnel	82,199.00	585,813.00		551,206.00	0.00			245,561.00	<input checked="" type="checkbox"/>
<p><b>Please state the changes made to Personnel below:</b></p> <p>We are going to plan for a reorganization of the department to shift the Program Specialist I to a Program Specialist II. We expect to use carryover funds to cover the financial needs for personnel and fringe benefits expenditures before the end of the fourth year of the grant (Sept. 2020).</p>									
Fringe Benefits	24,974.00	178,293.00		176,774.00	0.00			62,819.00	<input checked="" type="checkbox"/>
<p><b>Please state the changes made to Fringe Benefits below:</b></p> <p>We are going to plan for a reorganization of the department to shift the Program Specialist I to a Program Specialist II. We expect to use carryover funds to cover the financial needs for personnel and fringe benefits expenditures before the end of the fourth year of the grant (Sept. 2020).</p>									
Travel	8,539.00	67,189.00		74,181.00	0.00			23,283.00	<input checked="" type="checkbox"/>
<p><b>Please state the changes made to Travel below:</b></p> <p>AANAPI related conferences and other higher education conferences in which the Arise Program is invited to present. In year three, this included the NASPA Western Regional Conference, University of Guam TEAM (Technology, Education, Assessment and Management), and NAISA (Native American and Indigenous Studies Association). Carryover will be used to fund additional and AANAPI relevant travel for meetings, conference presentations, and professional development opportunities.</p>									
Equipment	0.00	0.00		0.00	0.00			0.00	<input type="checkbox"/>
Supplies	3,647.00	10,402.00		6,674.00	0.00			4,337.00	<input checked="" type="checkbox"/>
<p><b>Please state the changes made to Supplies below:</b></p> <p>Carryover funds will be used to make necessary purchases for grant-approved activities.</p>									
Contractual	3,154.00	22,046.00		21,984.00	0.00			10,000.00	<input checked="" type="checkbox"/>
<p><b>Please state the changes made to Contractual below:</b></p> <p>Use of these funds covers our annual student leadership retreat.</p>									

	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
Other	3,902.00	35,462.00	39,364.00	45,202.00	0.00	-5,838.00	-14.83	4,000.00	<input checked="" type="checkbox"/>
<b>Please state the changes made to Other below:</b>									
Carryover funds will be used to make necessary purchases for grant-approved activities, which includes the exploration, development and pilot of a learning community that focuses on the intersections of AAPI Identity that includes a cross-section of existing Humanities courses (History, Art History, Sociology, Literature) and Counseling courses (student and career development).									
<b>Total</b>	<b>126,415.00</b>	<b>899,205.00</b>	<b>1,025,620.00</b>	<b>1,087,021.00</b>	<b>0.00</b>	<b>149,599.00</b>		<b>350,000.00</b>	

### 4B Summary Budget Narrative

Please explain budget changes, as needed, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to your budget. Provide an explanation if you are NOT expending funds at the expected rate. Describe any significant changes to your budget resulting from modifications of project activities.

1. Have all funds that were to be drawn down during this performance period been drawn down?

No  Yes

2. Did you have any unexpended funds at the end of the performance period?

No  Yes

**If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.**

As of this budget period, the carryover is \$149,599, which represents a 15% balance from the budget allocation from year 1 through year 3. The balance will be used to fund grant-approved activities, address anticipated increases in personnel costs and instruction support needs, and explore the development of a learning community that focuses on intersections of AAPI Identity.

3. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable).

No  Yes

**Describe any anticipated changes in your budget for the next budget period (see EDGAR, 34 CFR 74.25 and 80.30, as applicable).**

An explanation of the changes that required the prior approval, specifically the exploration and development of the learning community, was approved by the Department representative and AANAPISI Senior Program Officer, Pearson Owens. Additional programming events were added to support resources for student development to year 4: FilipinX American History month and Pasifka Family Day.

4. Is this a cooperative arrangement grant?

No  Yes

5. Many grantees include community partners, other institutions of higher education, and secondary schools in their work. Please complete the table below (if applicable) with information related to any partners that you might be working with on your grant. Also describe if and how these partners roles have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or project activities.

6. Do you wish to make any changes in the grant's activities for the next budget period?

No  Yes

**If yes, describe any changes that you wish to make in the grant's activities for the next budget period that are consistent with the scope, objectives, and/or personnel of your approved application. (\*Further approval for these proposed changes may be required. Please contact your program officer.)**

Include the following activity under "Instructional Support" category: Explore and develop an AAPI Learning Community Fall 2020, Spring 2021, and Summer 2021. Courses across multiple disciplines within Humanities (Art History, History, Literature, Sociology/Social Justice) and Counseling to be explored, as well as the possibility of a multi-day transfer experience at a university as a culminating activity for the initial cohort.

7A. Were there any changes to key personnel during this reporting period?

No  Yes

8. Have you met your goals and objectives as outlined in your approved activities for this reporting period?

No  Yes  Partially

**If "no" or "partially" please explain:**

We are making steady progress on all but one of our 16 objectives. Attention is needed to further evaluate efforts toward improving outcomes 7 (financial literacy). We will revisit strategies and college-wide opportunities for collaborative programming.

9. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project in the space below:

One of our core projects is our Arise Student Action Plan! (ASAP!), which is an academic support tool used to monitor the progress of our cohort of students. Each major term, we provide students with a personalized profile of their progress (term and cumulative), which includes GPA, units completed vs. attempted, progress toward completion of college English and math. This individualize report also indicates recommended actions (e.g., follow-up with a counselor) or positive encouragement (e.g., acknowledging students' efforts). A group profile is also shared to communicate the cohort's progress on College level English and math completion (what percent of the group have met the milestone) and average cumulative GPA, as well as the number and percent GPA distribution. This latter information enables the academic support team to conduct triage efforts with those who have fallen below a 2.00 GPA, and provide

support and guidance to help get them back on track. The team will continue to develop target efforts in working with students who receive their progress reports. The college is implementing a student dashboard in which similar and more advanced data analytics could be used to engage in meaningful conversation about students' patterns' of progress.

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## Certification

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You do NOT need to send a signed certification form to ED or upload a signed certification form.

### 1. Reporting Period

10/1/2018 to 09/30/2019

### 2. PR Award Number

P382B160020

### 3. Project Title

Arise Program

### 4. Recipient Information

Name: Mt San Antonio College

Address: 1100 N GRAND AVE , WALNUT, CALIFORNIA 91789

### 5. Contact Information

Name: Aida Cuenza-Uvas

Title: Director

Phone: (909)-274-5905 Ext:

Email: acuenzauvas@mtsac.edu

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### 6. Authorized Representative

(The Institutions President or someone with the institutional authority to sign off on federal sponsored agreements) **To the best of my knowledge and belief, all data in this performance report are true and correct.**

#### Name

Dr. William T. Scroggins

#### Email

bscroggins@mtsac.edu

#### Phone

(909)-274-4250

#### Date

03/05/2020

### Report Submitted

This report was submitted by **Dr. William T. Scroggins** on **03/05/2020**.

If you have additional questions, or need to make changes, please [contact](#) the Help Desk or your Program Officer.

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