<table>
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<tr><td>PR/Award Number: P382B160020</td><td>Reporting Period: 10/1/2019 to 09/30/2020</td></tr>
<tr><td>Grantee Name: Mt San Antonio College</td><td>Program Officer: Pearson Owens
(Pearson.owens@ed.gov)</td></tr>
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Grant Identification

General Information

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

Project Director

First Name:	Aida	**Last Name:**	Cuenza-Uvas
Title		Director	
Email		acuenzauvas@mtsac.edu	
Office Phone:	(909)-274-5905	**Ext.**		**Cell Phone:**	(626)-497-8313

Additional Contact Person Information

First Name:		**Last Name:**
Email:		
Office Phone:	**Ext.**	**Cell Phone:**

Grant and Report Information

Grant Award Year:		10/01/2016
Reporting From:		10/1/2019 to 09/30/2020
Grant End Year:	09/30/2021	**Total Duration of Grant:** 5 Yrs
Reporting To:		Pearson Owens (Pearson.owens@ed.gov)

Section 1

Section 1: Executive Summary

All questions are limited to 1500 characters or less (approximately 250 words) unless otherwise stated. Keep in mind that all questions, unless otherwise stated, pertain to the reporting period indicated above.

1. The goals of Titles III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minorityfi students. Use the following questions to summarize how your grant is enabling your institution to fulfill thefi legislative intent of the Titles III, V, or VII program during the most recently completed grant period.

In this budget period (year 4), institutional measures on enrollment, retention, and graduation have been embedded into grant activities geared toward our low income and minority students. Through various counseling intervention, instructional support, and student development programming strategies, we monitor multiple objectives in response to these markers. Annually, we track English and math course progression and completion, graduation/transfer, and retention strategies for the cohort of Arise Program student participants. In the following sections (1a-1d), we discuss the impact of the project's efforts on addressing the legislative intent of the grant.

1a. Summarize the impact your institution's Titles III, V, or VII grant has had on enrollment this year.

Between the previous and current budget period, we increased the cumulative number of students in the Arise Program cohort by 27%, from 890 to 1133 total students. In Spring 2020, the institution faced challenges with college-wide enrollment due to the COVID-19 Pandemic. At the beginning of the term, we had 624 Arise students enrolled. After the initial transition, we began to implement ways to stay connected to students. One of the first efforts was to understand what drove the initial drop. We learned that some students confronted multiple reasons (e.g., economic stressors, challenges with online learning, reprioritizing shared family responsibilities). After doing an enrollment check after the initial closure, we identified 550 students who were still enrolled. The team worked together to establish the Arise Hub (Canvas platform) to establish a virtual communication tool, repository of information, and resource links. Students were able to access counselors, resources, and had opportunities to virtually engage in student development workshops (e.g., financial aid, scholarship, career guest speakers). The hub became an important lifeline for students as they grappled with enrollment, re-engagement, and community building. Of the 625 Arise Students enrolled since the beginning of Spring 2020, 80% remained enrolled. There were 550 students who were still enrolled after the campus closure. Of this group, 91% were still enrolled at the end of Spring 2020.

1b. Summarize the impact your institution's Titles III, V, or VII grant has had on graduation rates this year.

Forty-three percent of the Arise cohort (487/1133) were identified as either graduating or transferring in this period. There were 157 students recorded as having met this objective over the prior year (difference between year 3 and year 4). Our objective targeted 33% of our cohort to meet this goal. Due to the pandemic, we were not able to host the annual celebration in-person. Instead, the Milestones Recognition Ceremony was captured by creating a pre-recorded ceremony in which participating graduates and transfer students were recognized for their accomplishment, noting what degrees were earned and/or where they were accepted and planning to transfer. Students shared messages of gratitude, staff conveyed their celebratory remarks, and families around the world had access to the YouTube video. In fact, there have been 848 views reported on the website link (https://www.youtube.com/watch?v=ik_bx8JUKTg). The celebrants' sentiments reflect the significance of their personal accomplishments and recognizes how the grant, via the Arise Program, has contributed to their journey.

1c. Summarize the impact your institution's Titles III, V, or VII grant has had on student persistence/retention this year.

This year the College confronted challenges brought on by the COVID-19 pandemic, which impacted student persistence/retention. There were a total of 624 Arise students enrolled at the beginning of Spring 2020. The campus officially closed on March 19, 2020 and continued to operate virtually through the end of this reporting period. When we discovered the loss of students during the transition period within a few weeks from the the start of that term and at the end of the semester, we learned about various causes for their departure (e.g., graduation, transfer, the inability to learn in a virtual environment, familial obligations, employment). In our program's effort to reach out to our cohort of students, we created the Arise Hub and invited all students who were still enrolled in the term during the transition period (n=550 or 88%). This was our main artery of support, which enabled students to schedule counseling appointments, receive communication, access tutoring resources, and connect with our program through virtual events we scheduled to provide continued support and care. These included space to check-in, receive mental health support, practice self-care habits to adapt in the current situation. Students were able to process their challenges and the program was able to provide connections to campus resources that were put in place in response to the pandemic (e.g., laptop loans and wi-fi spots, food pantry, and emergency fund requests).

1d. Summarize the impact your institution's Titles III, V, or VII grant has had on fiscal stability this year.

We have been demonstrating fiduciary responsibility by spending down the grant with approved activities. The

challenge of this budget period was the impact of COVID-19 on in-person programming. Several activities could not be offered or had limited in scope. As of this budget period, we have expended approximately 85% of the budget allocated through this budget period. The carryover funds will continue to be spent down on grant-funded activities and emergent activities that will serve the AANAPI population needs.

2. Based on the goals set forth in your comprehensive development plan and/or grant application, summarize the major milestones reached during this grant period.

The major milestones were evident in our transition to virtual programming and services. In the Fall term, prior to the pandemic, we celebrated Filipino American History Month with a library display and guest speakers from the Filipino American National Historical Society-Delano and held our first Pasifika Family Education Day. Since the pandemic at the start of the Spring 2020 term, there was a tremendous amount of work needed to pivot to a virtual environment. Our team had to quickly learn to adapt and learn new technologies. We sought help from others on campus. For students, we created lifelines by establishing an Arise hub (via Canvas) to serve as a repository of information, a means of communication, central "virtual" portal to access our program, and connections to other campus resources (e.g., laptop loans, food pantry, virtual tutoring, health, financial emergency needs). We reached out to over 500 students still enrolled when our campus closed. Counseling interventions and student development programming were provided using the Zoom platform. Student check-ins were conducted, fale fono (house meetings) were still scheduled and centered on important topics (e.g. mental health, anti-Asian hate). We presented to the AANAPISI community on how we build an online community and shared our best practices. We also compiled a pre-recorded Milestones Recognition of graduates and transfers. Two of our staff were recognized as Educators of Distinction in Spring 2020.

3. What additional ways do you think the Education Department can support you in implementing the grant project?

Due to the conditions of our campus closure, the expenditures were primarily spent in personnel (salary and benefits). This was an unanticipated event that had global reach and lasted beyond what anyone would have imagined. More than half of this budget period was impacted. As a result, grantees across the nation were not able to spend on programming as expected or outlined in their grants activities. Particular activities that does not work a virtual environment were cancelled altogether. While our program director was responsive to our inquiries about ways that funding may be spent alternatively, this completely unique situation restricted much of what we could do in person due to the health crisis. ED should provide technical support to direct, guide and support grantees in pursuing alternate programming that still reflected the spirit of the grant. ED should consider advocating to authorize an automatic no-cost extension due to the pandemic despite the normal process that exists to request this type of support in grant implementation.

4. Has your institution's project(s) contributed to evidence-based (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year?

☑ **Yes**   ☐ **No**

> **If so, how? Use quantifiable measures where possible. These may be presentations, publications, program development, and recommendations for policy changes due to the project.**
>
> During this budget period, we presented at the NASPA Western Regional Conference in Portland, OR (November 2019) "Digital Stories: Humanizing our Relationships with Students", co-presented with Student Services "Mountie Mentor Meetings: Creating Opportunities to Learn Connect Grow Engage Students". We contributed to a national report by AAPI scholar, Dr. Robert Teranishi, on the status of Native Hawaiians and Pacific Islanders, which was presented in Washington, DC as part of apiacholars.org (https://apiascholars.org/wp-content/uploads/2019/12/NHPI_Report.pdf). In July 2020, we shared our practitioner knowledge on building an online community as part of the AANAPISI Community Forum (ACF) Series. The ACF was created to provide support across the nation as we transitioned online. It served as an alternate space to hold our AANAPISI pre-conference meeting since APAHE had been cancelled.

5. If your institution has experienced any unexpected outcomes because of this project, which affect, for better or worse, its capacity to fulfill the goals of the legislation, tell us about them here. Additionally, tell us about any challenges, such as natural and national disasters, 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.

Operating in the new virtual environment changed how we delivered programming, which impacted actual expenditures. In the initial transition, we focused on re-building an online community to instill a lifeline for our students. The staff mobilized to adapt by learning new technology and platforms to aid in the virtual connectivity. As a result of creating the Arise Hub and shifting to virtual events, we eventually re-created a sense of normalcy for our students and rebuilt an online community. We became a lifeline for many students who felt a lot of angst. We observed an increase in traffic among some Asian American students. Some of the Pacific Islanders moved back to their home state and also worked to help their families. Others took care of their younger siblings by helping them with school. Culturally competent counseling strategies were employed to help students who combatted isolation, struggled with motivation

for online learning, dealing with positive COVID screenings among family, inability to grieve through cultural practices for the deaths of loved ones, as well as experiencing different tensions at home. We engaged in collaborative programming (e.g., mental health, civic engagement such as Census 2020 and voting). Staff attended professional webinar series that addressed social justice issues and best practices for online student services. There was a lot of learning, creativity, and adjustments but we were successful in overcoming those challenges.

6. Under the competition for which your grant application was funded, did you respond to any Education Department evidence standards?

☐ **Yes** ☑ **No**

7. Have you conducted any formative evaluation relating to your grant?

☑ **Yes** ☐ **No**

7a. If yes, summarize the results of the formative evaluation.

It has been our practice to listen to our students and respond to what they tell us. Throughout the year we ask students both formally and informally for feedback about our program (see research reports). Twice a year we hold our Welcome Back event at the start of the fall and spring terms. At these events we survey students about the program. Through these evaluations students consistently report that they feel a sense of belonging by participating in our program. Ninety-seven percent of the Fall 2019 and 100% of the students who attended our Spring 2020 event reported either strongly agreeing or agreeing with the statement, "The Arise program has provided a place on campus I feel I belong". Among the 72 students who completed the Spring 2020 survey 36% went on to use words like, "family", "home", "not alone", and "safehouse" to describe the Arise program. It is also apparent that the students regard our program as helpful or supportive in providing resources to aid in their academic success. This, too, is reflected over and over in our surveys and discussions with students. Ninety-nine percent of the students in Fall 2019 and Spring 2020 agreed that the Arise program has supported their academic needs.

7b. Have the results of the formative evaluation yielded any improvements in your projects and/or campus?

The Spring 2020 Welcome Back event was held just days before our college became a virtual campus due to the pandemic. With the knowledge that the students in our program regard it as their college family and that many of our students would be in need of resources in order to be successful in this new environment, we quickly developed ways to provide continuity of services. Utilizing online course software and various social media outlets we attempted to replicate as much as we could virtually. By the end of the grant year (Fall 2020) we had managed to morph all but a few into virtual activities. Throughout this period we discussed and formally evaluated changes with staff and students alike. As a result we realize that elements of this virtual environment will continue after we return to campus as they have proven to work better or be more appropriate for some of our students. An example of this would be our annual scholarship marathon event. Until Spring 2020 this event was held on campus and resulted in students and staff being on campus until 12 am. The virtual Spring 2020 marathon was just as successful but safer and more convenient. Moreover, the benefits of other virtual versus face to face programming we have discovered are an increase in counseling visits among certain API students and increased attendance at our milestones and cultural night events to name a few. We will investigate how to blend online with face to face to serve even more students in the future.

8. If you have conducted any other program evaluation, assessment, or research related to the grant, pleasefi summarize your results.

Each grant year the researcher provides the program with program evaluation survey results, attendance and usage data, as well as demographic data regarding the students we serve. Over the last four years, over 70 reports have been generated by the researcher with 17 reports in this grant year alone. These reports are uploaded to our APR for further in-depth review. The data provided through this work allows us to monitor the effectiveness, depth, and breadth of our efforts. As a result, we know 1,997 students have applied to be Arise students since the program began and 1,160 students have done so in the last four years. Fifty percent of these students were male. Twenty percent are Filipino and 12% are Pacific Islander. Six hundred and two students have transferred to a 4-year institution. Among those who have transferred over time, 269 Bachelor's degrees, 11 Master's degrees and one Doctorate degree have been earned by former Arise students. This research has also recorded, in a uniform manner, our student voices from year to year. Additionally, it has provided a means of keeping track of student academic performance by monitoring transfer level
math and English completion, average GPA, units completed versus attempted, and other critical success markers among our students, which allows us the ability to evaluate our program, conduct case management, and provide in-reach to our students with most need.

9. Please attach any evaluation results including formative evaluations, summative evaluations, journal articles,fi presentations, and publications relating to your grant projects. These documents may provide greater detail of yourfi results, or items that you would like to highlight.

Arise_Year_4_Research_Reports.pdf

Please indicate if the assessments were conducted by an evaluator hired specifically to monitor the grant, your institution's research office, or grant personnel (director, etc.).

☐ **Yes**   ☑ **No**

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	29,799	0
Fall-to-Fall Retention %	70	70	69	71	68	0
2-Year Graduation Rate (2-Year)	9	12	11	13	14	0
4-Year Graduation Rate (2- & 4-Year)	31	32	31	32	47	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.)?

☑ **Yes**   ☐ **No**

1a. If yes, how has this affected the grant?

There has not been a direct impact on the grant due to the changes in leadership . The Arise Program, funded by the grant, reports to the Vice President of Student Services. The Vice President of Instruction has experienced changes during this budget period. The support from Instruction has not been impacted by the permanent vacancy. The disruption to campus services and transition to online learning caused by the pandemic in Spring 2020 delayed our efforts. In Fall 2019, conversations had been initiated to offer a learning community that would focus on AANAPI students (socio-historical lens) during the 2020-2021 academic year. We were not able to offer an inaugural learning community during this budget period.

2. Have there been changes in grant leadership (project director, activity director, etc.)?

☐ **Yes**   ☑ **No**

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)**

Accreditation Changes

1. Has the accreditation of your institution changed since you began the project (e.g., status changes or the addition of new programs)? (Include guidance around accreditation changes in user manual and FAQs).

☐ **Yes** ☑ **No**

2D Audit

1. Institutions that expend $750,000 worth of federal funds in one year must complete an audit annually pursuant to 2 CFR part 200, subpart F. Were you required to complete an audit pursuant to 2 CFR part 200, subpart F?

☑ **Yes** ☐ **No**

2. If yes, has an audit pursuant to 2 CFR part 200, subpart F been completed?

☑ **Yes** ☐ **No**

2a. If yes, were there any findings in the audit?

☐ **Yes** ☑ **No**

2E Endowment

1. Do you have an Endowment Challenge Grant that has not matured?

☐ **Yes** ☑ **No**

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

☐ **Yes** ☑ **No**

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

☐ **Yes** ☑ **No**

If yes to any of the above questions, you will be required to complete the FY 2021 Endowment Financial Report (OMB 1840-0564) by the deadline. The report is available on the EFRS tab in this system.

Section 3: Grant Project Status and Budget

3A Project Objectives

1. What is the overall goal of your grant?

The overall goal of the grant is to provide holistic and direct support to our participating Asian American (AA) and Native American Pacific Islander (NAPI) students, as well as other students in our Arise Program (AANAPISI grant). In addition to traditional programming (e.g. academic and career counseling, educational advisement, tutoring support), we engage students in culturally relevant programming to focus on students' personal and leadership development where they examine their cultural identity, personal values, situational context, social/environmental conditions, and life events in relation to how they must navigate through their educational aspirations in order to sustain participation and work toward successful graduation and/or transfer to a university.

2. What is the expected long-term impact of the grant project on the institution?

The expected long-term impact of the grant is to support the overarching goals of the college in its mission to address disproportionate impact, campus equity, and college success for minoritized student populations. The Arise Program, as an AANAPISI grant project, has served as a model program that has led in implementing culturally-responsive programming and applying culturally competent strategies for working with diverse AANAPI populations. The Arise Program is a mainstay in the Equity Center and has collaborated with other student support programs to provide opportunities for co-curricular learning and resource sharing. These collective efforts are intended to create a sense of belonging, enrich the college's understanding of AANAPI students (e.g., Southeast Asians, Samoans, Filipinos), address their needs and concerns, and provide challenge and support to students' overall development, confidence, and success (e.g., self-authorship, academic progress and success, goal achievement). In addition to ethnic diversity, Arise students are also student-athletes (especially football), recent immigrants, first generation college students, parents, returning adults, out-of-state transfers, or experience recurring food and housing insecurities. The institution has benefited from the program efforts through its data collection, employed best practices, essential activities, and creative and enterprising programming that have inspired other areas to adopt similar strategies.

3B Grant Activities

Number of Grant Activities: 5

Grant Activity 1/5

Activity Description:

Counseling Intervention: Strategies implemented to track students' progress regularly and follow-up with students in need of intervention to support their academic goals and address barriers to their participation or progression. The strategies have included individual counseling and advising sessions, small group sessions, workshops, emails and phone calls. A key strategy is the Arise Student Action Plan! (ASAP!)academic progress profile sent to students after each major term, advocacy and guidance for students' resolution to academic and personal issues that have included referrals to and conversations with faculty, departments, and other key players (e.g., Financial Aid, Basic Needs, Scholarships, Student Health Services).

Objective 1/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year four, 487 or 43% of our Arise cohort graduated or transferred. Our target for year four was 33%. This objective was achieved in the current budget year.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Program	10/01/2020	Annual Percentage

Data Type:

( ) **Raw Number**

(●) **Ratio**

Target	Actual
374.00	487.00
/	/
1133	1133
33%	**43%**

Objective 2/3

Objective Description:

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

Performance Measure 1/1

Performance Measure Description:

Our goal for objective 5 was that 80% of our students will have an educational plan. In year four, 1017 Arise students or 90% of our students had educational plans on file. We met and exceeded our goal.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Program	10/01/2020	Annual Percentage

Data Type:

( ) **Raw Number**

(●) **Ratio**

Target	Actual
906.00	1017.00
/	/
1133	1133

80%	90%

Objective 3/3

Objective Description:

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

Performance Measure 1/1

Performance Measure Description:

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 four, 220 or 93% of our students either took the placement exams or completed the Assessment Questionnaire (AQ). We met and exceeded our goal.

Measure Type:	Date Measured:	Frequency Measured:
Program	10/01/2020	Annual Percentage

Data Type:

( ) Raw Number

(●) Ratio

Target	Actual
165.00	220.00
/	/
236	236
70%	93%

Grant Activity 2/5

Activity Description:

Instructional Support: Efforts that focus tutoring support, academic support and guidance, tracking of progress through English and math with targets to complete college level courses, and peer mentoring. Peer mentoring has included skills development (e.g., academic planning/time management, resource identification and referrals).

Objective 1/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/2

Performance Measure Description:

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 797 (70% of all Arise students). Previously, we had 657 Arise students complete English 1A (61% of all Arise students). This represents an increase of nine percentage points over last year and exceeds the 58% target.

Measure Type:	Date Measured:	Frequency Measured:
Program	10/01/2020	Annual Percentage

Data Type:

( ) Raw Number

(●) Ratio

Target	Actual
657.00	797.00
/	/
1133	1133
58%	70%

Performance Measure 2/2

Performance Measure Description:

In year three, our completion rate for Math 71 was 57%, which met the increase target of 47% (a five percent annual increase). The target for year four, based on the five percent increase, was 53%. The actual completion rate for Math 71 was 56%, which met our goal.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	10/01/2020	Annual Percentage

Data Type:

○ **Raw Number**

● **Ratio**

Target	Actual
600.00 / 1133 **53%**	632.00 / 1133 **56%**

Objective 2/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year four, 60% or 683 of 1133 Arise students successfully completed math coursework, which exceeded our objective of 52%.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	10/01/2020	Annual Percentage

Data Type:

○ **Raw Number**

● **Ratio**

Target	Actual
589.00 / 1133 **52%**	683.00 / 1133 **60%**

Objective 3/3

Objective Description:

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

Performance Measure 1/1

Performance Measure Description:

Eighty-two percent of our Arise ELL students completed AMLA and English courses. We exceeded the goal of 73% for year four.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	10/01/2020	Annual Percentage

Data Type:

Target	Actual

◯ **Raw Number**	
⬤ **Ratio**	

1.00 / 999 **0%**	1.00 / 999 **0%**

Grant Activity 3/5

Activity Description:

Student Development has centered on culturally-relevant programming and building students' self-efficacy. Each semester students attend workshops, talking circles, and community meetings to engage in their personal and student growth. Topics this budget period have included academic planning, identity, career exploration, mental health and mindfulness, and social justice issues for the AANAPI community.

Objective 1/3

Objective Description:

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

Performance Measure 1/1

Performance Measure Description:

In year four, 97 or 98% 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% for the project.

Measure Type:	Date Measured:	Frequency Measured:
Project	10/01/2020	Annual Percentage

Data Type:

⬤ **Raw Number**

◯ **Ratio**

Target	Actual
70.00	98.00

Objective 2/3

Objective Description:

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

Objective Status: Not Achieved

Performance Measure 1/1

Performance Measure Description:

The financial literacy workshop that we were encouraging students to attend was not held during year four. A financial literacy program was in the process of being developed by the college, which was expected to launch after this budget period.

Measure Type:	Date Measured:	Frequency Measured:
Program	10/01/2020	Annual Percentage

Data Type:

◯ **Raw Number**

⬤ **Ratio**

Target	Actual
793.00 / 1133 **70%**	101.00 / 1133 **9%**

Objective 3/3

Objective Description:

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

Performance Measure 1/1

Performance Measure Description:

In year four we surpassed our goal of having 70% of new Arise students complete 70% of their checklist within the first year
of joining the program; 71% of students met this objective.

Measure Type:	Date Measured:	Frequency Measured:
Program	10/01/2020	Annual Percentage

Data Type:

○ Raw Number

● Ratio

Target	Actual
165.00 / 236 **70%**	168.00 / 236 **71%**

Grant Activity 4/5

Activity Description:

Professional Development: Includes our engagement in developing and presenting at professional conferences and on-campus training. It also includes contribution to scholarship and and higher education knowledge.

Objective 1/1

Objective Description:

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

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

Performance Measure 1/2

Performance Measure Description:

Since the start of this grant, we have offered 22 professional development activities that promote cultural responsiveness and best practices in working with AANAPI students. This exceeds our goal of 5 different activities.

Measure Type:	Date Measured:	Frequency Measured:
Project	10/01/2020	Number over the life of the grant

Data Type:

● Raw Number

○ Ratio

Target	Actual
5.00	22.00

Performance Measure 2/2

Performance Measure Description:

In year four, three college personnel who participated in grant-funded professional development activities responded to a survey regarding this objective. 100% 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.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	10/01/2020	Percentage

Data Type:

◉ **Raw Number**

○ **Ratio**

Target	Actual
70.00	100.00

Grant Activity 5/5

Activity Description:

Research and Evaluation: The dedicated researcher provide a summary of all reports completed for the budget period. The comprehensive report that covers 17 activities is uploaded to the APR.

Objective 1/3

Objective Description:

Objective 13: Compile research data and survey data annually to measure improvement in retention, course pass rates, and graduation/transfer.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year four, a total of 17 reports were compiled for the various activities held. Over the course of this grant there are, to date, a total of 70 reports developed across the life of the grant.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	10/01/2020	Number over the life of the grant

Data Type:

◉ **Raw Number**

○ **Ratio**

Target	Actual
70.00	70.00

Objective 2/3

Objective Description:

Objective 11: Complete the grant evaluation plan on a semi?annual and annual basis by tracking effectiveness of various intervention strategies.

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

A single report, "Arise Annual Performance Report" is compiled and uploaded each year. Content of the report includes data collected to track student progress, outcomes, and the results of surveys and evaluations completed for the various activities. A mi of quantitative and qualitative dat is included. This follows the evaluation plan for the grant.

Measure Type:	**Date Measured:**	**Frequency Measured:**
	10/01/2020	Annual Number

Project

Data Type:

(●) **Raw Number**

( ) **Ratio**

Target	Actual
1.00	1.00

Objective 3/3

Objective Description:

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

Objective Status: On schedule

Performance Measure 1/1

Performance Measure Description:

In year four, we held seven talking circles. These talking circles served as focus groups to gain insight to the needs, interests, and perspectives of specific AANAPI populations in the Arise Program. The four primary sub-groups are Southeast Asians/Asians, Filipinx, Pacific Islander women, and male athletes.

Measure Type:	**Date Measured:**	**Frequency Measured:**
Project	10/01/2020	Annual Number

Data Type:

(●) **Raw Number**

( ) **Ratio**

Target	Actual
2.00	7.00

3C 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)	ExpenditureNon Federal	Expenditure	Carryover Balance (Current Year)(D E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Chang
Personnel	116,806.00	796,767.00	913,573.00	759,316.00	0.00	154,257.00	16.89	239,293.00	☑

Please state the changes made to Personnel below:

In our APR year 3 we reported that a reorganization was being planned to shift our Student Services Program Specialist position. It was elevated from level 1 to level 2, resulting in a salary increase.

Fringe Benefits	26,493.00	239,593.00	266,086.00	254,411.00	0.00	11,675.00	4.39	59,082.00	☑

Please state the changes made to Fringe Benefits below:

No specific changes made other than ongoing or increasing annual costs. It was reported last year that fringe benefits associated with the change in the Student Services Program Specialist position noted in "Personnel" above would also incur an increase in Fringe Benefits, but that was not the case.

Travel	1,547.00	97,464.00	99,011.00	80,157.00	0.00	18,854.00	19.04	23,633.00	☑

Please state the changes made to Travel below:

As a result of campus closure during the middle of this budget period, travel for in-person conferences were not permitted. Conference attendance and presentation occurred in Fall 2019. Use of carryover funds would be applied to participation in virtual conferences if there is a registration fee for staff and students (e.g., APAHE-Asian Pacific Americans in Higher Education).

Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	☐
Supplies	7,375.00	11,011.00	18,386.00	6,848.00	0.00	11,538.00	62.75	6,492.00	☑

Please state the changes made to Supplies below:

Carryover funds will be used to purchase allowable supplies for grant activities.

Contractual	3,216.00	31,984.00	35,200.00	22,467.00	0.00	12,733.00	36.17	15,000.00	☑

Please state the changes made to Contractual below:

Due to the pandemic and enforced stay-at-home order in this budget period, we were not able to convene the annual student leadership retreat.

Construction	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	☐
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	☐
Other	-5,838.00	49,202.00	43,364.00	50,771.00	0.00	-7,407.00	-17.08	6,500.00	☑

Please state the changes made to Other below:

Expenditures were limited due to the inability to conduct some of the activities held. Expenditure of carryover funding for grant-approved activities will continue to be limited while we are still operating remotely.

Budget Category	Carryover Balance (Previous Year)	Actual Budget	Total Budget (B+C)	ExpenditureNon Federal	Expenditure	Carryover Balance (Current Year)(D E)	Carryover Percentage (G/D as %)	Next Year's Actual Budget	Changes

Total	$149,599.00	$1,226,021.00	$1,375,620.00	$1,173,970.00	$0.00	$201,650.00	$350,000.00

Total	$149,599.00	$1,226,021.00	$1,375,620.00	$1,173,970.00	$0.00	$201,650.00	$350,000.00

3D 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 Grant 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.

A total of $201,650 in unexpended funds was impacted by the global pandemic that forced campuses to close in Spring 2020, effective March 2020. The Spring term is usually the period in which we incur more programmatic expenses (e.g., professional and student AAPI conferences, student leadership, Asian American and Pacific Islander heritage month, end of the year recognition event for graduates and transfers). The plan for the use of unexpended funds will include ongoing payroll expenditures for full-time employees, adjunct counselors, peer mentors, tutoring, student success kits and recognition supplies. We will continue to utilize funds to support programming that can be done virtually. When we are able to transition to a return to campus, we will determine which activities we can safely resume acknowledging that its delivery may be modified (e.g., hybrid virtual/in-person programming) as well as to accommodate health screening and distancing protocols put in place. Our response to grant activities continues to be impacted, guided by, and continues to be directed by our campus protocols in response to the pandemic.

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

☑ **No**   ☐ **Yes**

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 grant activities.

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

☑ **No**   ☐ **Yes**

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

☐ **No**   ☑ **Yes**

7B. If yes, did you receive approval from your Program Officer?

☐ **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:

The closure of campuses due to the pandemic has impacted our ability to deliver programming. We have had to adjust to virtual engagement with students to support their academic and personal development needs. This has resulted in our prioritization of triage needs (e.g., referring students to campus resources), transitioning to virtual platform for communication, and ongoing work to provide holistic support to our students. For example, with counseling intervention, instructional support, and student development as primary activities of our grant, we had to spend time exploring platforms to support our communication and engagement efforts with students. This took time to build and create/evolve ways to reinvent access to us in a completely virtual setting. As a team, staff learned to effectively implement and develop online tools to build our online community. The use of Zoom, the "Arise Hub" (Canvas shell), and Instagram (a social media platform) served as the primary modes to sustain important lifelines to the college.

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

I believe that through this pandemic, we have seen opportunities that we had not entertained before, specifically advancing virtual engagement to connect with and provide direct support to students as an option for increasing access to services. Some of the unanticipated outcomes and benefits has included the ability to set-up video conferencing appointments with counselors/advisors, replicating student access through a virtual front desk where we can invite other campus resources to provide drop-in assistance (e.g., Financial Aid), virtual delivery of signature events (e.g., fale fono meetings to discuss student development needs or address career/counseling topics), and the establishment of a hub (Canvas platform) to address communication with students (e.g., drop-in counseling sessions). Some of the challenges that have been amplified during this time has not meant it did not exist before. But, as an institution, we have been forced to acknowledge and embrace necessary change to accommodate ways to address inequities and enhance services.

Section 4: LAAs
LAAs

Grant Activity	LAAs	Total Dollars Spent
Grant Activity 1: Counseling Intervention: Strategies implemented to track students' progress regularly and follow-up with students in need of intervention to support their academic goals and address barriers to their participation or progression. The strategies have included individual counseling and advising sessions, small group sessions, workshops, emails and phone calls. A key strategy is the Arise Student Action Plan! (ASAP!)academic progress profile sent to students after each major term, advocacy and guidance for students' resolution to academic and personal issues that have included referrals to and conversations with faculty, departments, and other key players (e.g., Financial Aid, Basic Needs, Scholarships, Student Health Services).	**LAAs:** • Academic tutoring, counseling, and student support service programs designed to improve academic success. **Dollars Spent: $83,220.07**	**$83,220.07**
Grant Activity 2: Instructional Support: Efforts that focus tutoring support, academic support and guidance, tracking of progress through English and math with targets to complete college level courses, and peer mentoring. Peer mentoring has included skills development (e.g., academic planning/time management, resource identification and referrals).	**LAAs:** • Academic tutoring, counseling, and student support service programs designed to improve academic success. **Dollars Spent: $54,068.50**	**$54,068.50**
Grant Activity 3: Student Development has centered on culturally-relevant programming and building students' self-efficacy. Each semester students attend workshops, talking circles, and community meetings to engage in their personal and student growth. Topics this budget period have included academic planning, identity, career exploration, mental health and mindfulness, and social justice issues for the AANAPI community.	**LAAs:** • Academic tutoring, counseling, and student support service programs designed to improve academic success. **Dollars Spent: $107,501.76** • Other Activity : Retention Strategies **Dollars Spent: $5,568.83**	**$113,070.59**
Grant Activity 4: Professional Development: Includes our engagement in developing and presenting at professional conferences and on-campus training. It also includes contribution to scholarship and and higher education knowledge.	**LAAs:** • Other Activity : From prior APRs, LAA Category "Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders." **Dollars Spent: $5,127.25**	**$5,127.25**
Grant Activity 5: Research and Evaluation: The dedicated researcher provide a summary of all reports completed for the	**LAAs:**	**$42,461.92**

budget period. The comprehensive report that covers 17 activities is uploaded to the APR.	• Other Activity : From prior APRs, LAA category, "Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations." " **Dollars Spent: $42,461.92**

Total Dollars Spent on All Activities	**$297,948.33**

Section 5 : Institutionalization

Grant Activity 1

Counseling Intervention: Strategies implemented to track students' progress regularly and follow-up with students in need of intervention to support their academic goals and address barriers to their participation or progression. The strategies have included individual counseling and advising sessions, small group sessions, workshops, emails and phone calls. A key strategy is the Arise Student Action Plan! (ASAP!)academic progress profile sent to students after each major term, advocacy and guidance for students' resolution to academic and personal issues that have included referrals to and conversations with faculty, departments, and other key players (e.g., Financial Aid, Basic Needs, Scholarships, Student Health Services).

Financial Cost ($)

83,220.07

Approved Line Items

The primary positions that implement these interventions that are funded by the grant are the Educational Advisor and the Student Services Program Specialist. The efforts are also supported by the Peer Mentors.

Institutionalization Plan

As of this budget period, institutionalization is requested through the college's "Planning for Institutional Effectiveness" (PIE) process.

Grant Activity 2

Instructional Support: Efforts that focus tutoring support, academic support and guidance, tracking of progress through English and math with targets to complete college level courses, and peer mentoring. Peer mentoring has included skills development (e.g., academic planning/time management, resource identification and referrals).

Financial Cost ($)

54,068.50

Approved Line Items

In addition to the Educational Advisor and Student Services Program Specialist position, approved line items include costs for Peer Mentors and tutoring.

Institutionalization Plan

Since moving to the Equity Center, some of the tutoring (Writing) has been funded by other campus resources. We continue to identify our institutionalization needs through the College's PIE process, as of this budget period.

Grant Activity 3

Student Development has centered on culturally-relevant programming and building students' self-efficacy. Each semester students attend workshops, talking circles, and community meetings to engage in their personal and student growth. Topics this budget period have included academic planning, identity, career exploration, mental health and mindfulness, and social justice issues for the AANAPI community.

Financial Cost ($)

113,070.59

Approved Line Items

In addition to the Educational Advisor, Student Services Program Specialist, Peer Mentors, approved line items include expenses for digital stories, student leadership retreat, student workshops, and cultural events (e.g., fale fono, talking circles, cultural night, guest speakers).

Institutionalization Plan

Discussion of the institutionalization plan is on-going. We anticipate that by the next reporting period we will have a specific and outlined plan of action.

Grant Activity 4

Professional Development: Includes our engagement in developing and presenting at professional conferences and on-campus training. It also includes contribution to scholarship and and higher education knowledge.

Financial Cost ($)

5,127.25

Approved Line Items

The grant is approved to engage in conference attendance and participation. The costs during this period is less than usual due to the impact of COVID-19 on restricted travel and in-person conference participation.

Institutionalization Plan

Discussion of the institutionalization plan is on-going. We anticipate that by the next reporting period we will have a specific and outlined plan of action.

Grant Activity 5

Research and Evaluation: The dedicated researcher provide a summary of all reports completed for the budget period. The comprehensive report that covers 17 activities is uploaded to the APR.

Financial Cost ($)

42,461.92

Approved Line Items

A researcher is funded by the grant to compile data for the grant objectives and develop research reports.

Institutionalization Plan

The researcher will be fully transitioned out of the grant funds after this budget period.

2. In the space provided below please explain any notable experiences you have had in institutionalizing this project Please list any considerable challenges, successes, or failures.

This has been a unique and unanticipated budget period, which has presented some challenges. The pandemic has led to the college's hiring "frost", which set a temporary cessation on the funding of any vacant or future positions. The reorganization of state funding has also increased conservatism for student services. However, prior to securing this current grant, the campus did institutionalize the director position 100%. As of July 2020, during the last few months of the current budget period, the researcher was also institutionalized. We continue to provide the rationale for our institutionalization request as part of the college's "Planning for Institutional Effectiveness" (PIE) process. The request is comprehensive, which is considered among a myriad of other requests within Student Services and other areas of the institution that may be determined to be a more immediate priority.

3. 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.

Yes, as an Minority Serving Institution (MSI), of which both AANAPISI and HSI are a part, additional federal dollars were received as a result of the pandemic. The CARES Act, via the Higher Education Emergency Relief Fund (HEERF), provided an allocation of almost $1.2 million dollars to the college as of April 30, 2020.

Certification

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

1. Reporting Period
10/1/2019 to 09/30/2020

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

6. Authorized Representative
(The Institutions President or someone whith 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	**Email**
Dr. William T. Scroggins	bscroggins@mtsac.edu

Phone	**Date**
(909)-274-4250	04/15/2021

Report Submitted

This report was submitted by **Dr. William T. Scroggins** on **04/15/2021**.

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