2018 Annual Performance Report

Submitted:

Grantee Name:	MT SAN ANTONIO COMMUNITY COLLEGE DISTRICT
Grantee Address:	1100 N GRAND AVE, WALNUT, CA 91789
PR Award Number:	P382B160020
Unit (NCES) ID:	119164

Project Director:
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Grant Program:	Title III - Part F - Asian American and Native American Pacific Islander-serving Institutions
Project Title:	Arise Program
Institution Type:	2-year Public
Grant Year:	2

Authorized Representative:
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Section 1: Executive Summary

Unless otherwise stipulated, please answer each question in 1,000 words 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 most recent grant year.

SECTION 1-A: 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 grant year.

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, in 1,000 words or less, 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. Summarize the impact of the grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

   Year 2 Report
   Overall for year two, the grant activities remained the same as in year one with the focus 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
   In Fall 2017 there were 520 Arise students enrolled in the term. In Spring 2018, 454 of these students were enrolled, which represents an 87% retention rate among Arise students. In the first grant year, our researcher established a way to identify English Language Learners (ELL) students in the program. By the second grant year, the number of ELL students increased by 63%. We plan to conduct a focus group during year three to further investigate the academic and student development needs of this group.

   Student Services
   In the prior reporting year, the cumulative GPA of our Arise students was 2.77. At the end of the second grant year, the cumulative GPA of the cohort is 2.80. In terms of student transfer to a university, we were able to locate 16 Arise students in year one through the National Student Clearinghouse who were enrolled at a participating baccalaureate institution subsequent to their enrollment at our campus. By the end of grant year two we were able to locate 57 Arise students, which represents three times the number in the prior budget year. One of the institutional goals is to decrease the number of non-declared or undecided majors. Among our Arise student cohort, the percent of Arise students declaring a major also increased by 12 percentage points over the previous year, increasing from 82% to 94%. We use our ASAP! letter as a means to sustain communication with students about their declared major on record, reminding them to keep this updated and periodically check-in with us to ensure the accuracy of this information. This is a strategy for our case-management efforts to support students' academic progress toward completion of educational goals.

   Fiscal Stability
   We have been demonstrating fiduciary responsibility by efficiently spending down the grant with approved activities. As of this budget period, there is a remaining balance of 8% carryover from year one. For the current budget year, we have expended approximately 70% of the budget. 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 2017 and Spring 2018. The total number of reports generated increased by 73% since our initial distribution in Spring 2017, from 285 to 503 personalized profile reports (unduplicated). Our team utilizes these student profiles during one-on-one meetings and share the outcomes and purpose of these letters at community 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 minority students 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 and retention, and the persistence among enrolled Arise students as well as non-AANAPI students participating in the program.

1A. Summarize, in 250 words or less, some of the major milestones reached this year as a result of the grant project(s).

During Year 2 (Oct. 1, 2017 to Sept. 30, 2018), we reached the following milestones:

1. We celebrated 32 student participants who graduated and/or transferred at our annual Milestones Recognition event held June 2018. 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 2018, we sent out 503 Arise Student Action Plan! (ASAP!) personalized reports as part of our case management efforts. Since our first dissemination, we increased the number of reports generated by 76% (unduplicated).

3. Seven out of nine participants who comprised Cohort 3 completed the Digital Stories Project, which included three phases over an eight-month period. These student projects were shown at Classified Professional Development and Faculty Flex Day (staff trainings) in August 2018, as well as other selected meeting venues.

4. We completed four Arise student focus groups, targeting male athletes, FilipinX, Pacific Islander females, and Southeast Asian students. As a result of the focus groups, we scheduled monthly talking circles for each group in Fall 2018. Within this budget cycle, two talking circles were completed (male athlete and FilipinX students).

5. We took a group of 40 students from across Equity-focused programs on an educational tour to learn about the experience of displaced Japanese Americans at Manzanar, a Japanese internment camp. Students learned about how families coped on a daily basis, Executive order 9066, and social injustices toward Asian Americans.

1B. Summarize, in 250 words or less, where your institution needs support for the grant project(s).

In year one we discussed three areas of need: a permanent facility, full-time counseling, and family/student awareness and education. As projected, we moved into the Equity Center in December 2018 (Year 3). We are also anticipating how Arise and the other programs (Aspire, Dream and REACH) housed in the Equity Center will develop collaborative programming to meet the dynamic, shared, and nuanced needs of our students. One such need is counseling. Our students need a full-time dedicated counselor to lead specific counseling interventions, one that is mindful of and responsive to the cultural, socio-political, socio-economic, student-defined goals,

and family dynamics of students that impact their decisions around their education. 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 these additional resources. One additional resource gap mentioned previously is the need for a student/family educational conference. A persistent challenge is awareness of higher education opportunities and navigating higher education in general among first generation students and their families. The development of this conference is among our future top priorities.

1C. 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 two, we contributed to higher education spaces through presentations. We shared our practitioner knowledge and programming (grant activities) for the AANAPI population we support through the Arise Program. At the NASPA (Student Affairs) Western Regional Conference held in November 2017, our team presented on three of our funded activities: Digital Stories, ASAP!, and our annual student leadership retreat. Similar presentations were shared at the Asian Pacific Americans in Higher Education (APAHE) annual conference, a space that focuses on the needs and issues of Asian and Pacific Islander students and professional staff. Toward the end of the budget cycle, we also conducted four focus groups to learn how we can continue to better serve and respond to the needs of specific students within the entire cohort. Though not mutually exclusive among the different groups, there were certain themes that emerged from the student voices. The student athlete group talked about food and housing insecurities, employment needs, transportation issues, and balancing demands of a student-athlete. Pacific Islander females discussed a need for safe spaces of empowerment and support through talking circles, as well as representation in curriculum. They also spoke of family expectations and demands that often conflict with their student role. The Southeast Asian students engaged in conversations about gendered expectations of supporting family, balancing academics with social engagement and academic support needs. Similarly, FilipinX students talked about academic and socializing balance. But they also talked about identity and identity conflict, representation in curriculum, impacts of colonization (Spanish and US). While this is not an exhaustive description, their narratives and counter-narratives reinforce the need for the work being done on campus, both current and emerging. The information received from these focus groups have already resulted in enhanced programming. In year three we implemented talking circles for each group and intend to use the qualitative data to inform future programming.

2. How has the grant helped to carry out the mission of the institution?

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." This intersects with the college's overarching mission 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." In order to achieve that, we often have to spend time on understanding self-authorship, validation, and life transitions of students. Creating a safe space for reflection, understanding, and defining educational goals is necessary to foster students' sense of belonging, goal setting, and personal decision-making. Through our grant, we are able to focus on what environmental factors influence students and how it may conflict with our institutional expectations, including how we respond to the distinctive needs of our AANAPI students. Through counseling, educational advising, peer mentoring, fale fono, and the ASAP! letter we offer direction and insight for our students. Providing a safe space for our students permits us to refer them to services that promote their academic success and life long learning.

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

In year 3, we plan to re-establish support for faculty curriculum development under our grant activity "Instructional Support". Development of AANAPI-focused curricular units was a specified activity in our first grant, but a credit course was not created by the end of the grant. The momentum for the creation of a credit history course, History of Asian Americans and Pacific Islanders, began toward the end of the first year of the current grant. The faculty is seeking support (course release time) to continue and complete curriculum development. Part of the plan includes facilitating a student focus group to understand course content that is relevant to AANAPI student interests. The faculty has a goal to get this credit course approved in order to have an inaugural class in Spring 2020.

4. How did the cooperative arrangement aspect of the grant benefit the institutions involved?

    Not applicable

5. 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 two of our grant continues to increase. As a result, the number of students achieving the 15 goals outlined in our grant objectives is also on the rise. In year one, our program served 358 students; our student count by the end of year two was 632. Despite the fact that we nearly doubled the number of students in our program, we managed to meet or exceed all but two of our 15 objectives. Among our program students, 55% have completed English 1A, our transfer level English course and 44% completed our transfer level math class. Although we are pleased with these outcomes, the number of our students successfully completing math coursework each year did not meet our expected target of 42%. We missed our goal by 4% or about 25 students. In year three we hope to remedy this by implementing more targeted interventions for at risk students. In year two we refined our ability to measure student progress on these goals and disseminate this information to our staff who can then contact our most "at-risk" students and assist them in staying on course.
    Each year our researcher produces a document of all research conducted on the grant. This report is attached.

5A. 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.

    Each year our program produces a report of all evaluation and outcomes of grant activities for the year. Attached is this annual report of research conducted on our grant activities for year two, entitled, "Arise Grant 2, Year 2 Research Report". This report attempts to highlight the impact of the activities we completed each year. 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 (totaling over 10) at conferences and meetings during year two. The presentations have allowed us to disseminate nationally and locally both our successes and challenges in serving AANAPI students.

    Please refer to the attached report for greater details.

SECTION 1-B: You must answer at least two of the five questions in this section.

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 If your institution has received more than one Native Hawaiian Serving Institutions grant over time, discuss the long-range impact Native Hawaiian Serving Institutions these grants have has had on your institution's capacity to fulfill the goals of the legislation.

In 2011 we were awarded our first AANAPISI grant. This grant provided the opportunity to establish the Arise Program, which is a student support program targeting the AANAPI population and providing culturally responsive programming to meet the needs and interests of the participating students. The overarching purpose of the legislation connected to this grant is to address the academic success of students, particularly those who are low income or under-served. Over time, we have learned about the nuanced needs of our students that affect their participation and success in college. The Arise Program is now regarded as a safe space for our AANAPI students. The AANAPISI grant has enabled us to design and implement this support program, which has focused on the holistic developmental needs of our students. The outcomes of these efforts have contributed to the success of students. The campus community recognizes the legitimacy of the program. Students often invite peers to become part of Arise, faculty and staff refer students to access support and resources, and the administration values the impact our program has had on our participating students. Over 1,000 students have benefited from our program since the initial grant awarded in 2011. Not only have we seen increases in the number of Arise students, we have also collected evidence to show the positive progression toward key outcomes: persistence, retention, GPA, course completion, graduation/transfer. Over the last seven years, through observation and interactions with our students, we have gained tremendous knowledge and insight to the lived experiences of students and this informs how we, as institutional agents, ought to respond as part of our support and advocacy for student success. The grant has allowed us to engage in activities that promote meaningful work for students. And it has created a means by which we are able to provide culturally relevant professional development training for the campus, educating our faculty, staff and administrators about our students' needs and concerns. The Arise Program serves as a resource for institutional planning and programming, and encourages the campus to draw from student wisdom and voices that are necessary to invoke transformative and equity-minded practices across the campus.

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

The AANAPISI funding has been instrumental in providing distinct opportunities for institutions to respond to their AAPI communities. The grant was intended to strengthen the institution, particularly addressing the unique needs of the AAPI population. One of the key challenges that some institutions face is the problem associated with dual designation. As we understand it, for those institutions that are both HSI and AANAPISI
eligible campuses, they are forced to choose one grant award over another. The legislative language implies mutual exclusion- that an institution is one or the other, but not both. HSI and AANAPISIs are implemented differently. The AANAPISI grant aims to focus on nuanced needs among the AAPI population. What has enabled such institutions to access AANAPISI funding has been the availability of Part A and Part F funding. But we
also understand an impending threat of the dissolution of Part F. Again, for dually-designated institutions, this would further contribute to the problem associated with the statute and regulations for grant awards. To date there are less than 30 campuses that have an active AANAPISI grant, yet there are over 150 across the United States who are eligible to compete for funding.
Another concern is that for Part F, outreach efforts are not an allowable activity; although it is for Part A. The education of parents, community members, and relevant community organizations about higher education topics is insufficient. There are segments of the AAPI population who continue to experience poverty, have limited economic opportunity, lack access to career mobility, lack access to financial aid literacy, and may not fully comprehend the opportunities available in higher education. Utilization of grant funds for this purpose would be demonstrating responsiveness to the greater social disparities for which higher education is a means to address the needs of our communities.

Section 2: Accreditation

Grant Year	Pre-Grant	Year 1	Year 2	Year 3	Year 4	Year 5
Collection Year	2015	2016	2017	2018	2019	2020
Total Fall Enrollment	28991	29446	29960	0	0	0
Fall-to-Fall Retention %	70	70	69	0	0	0
2-Year Graduation Rate	0	0	0	0	0	0
4-Year Graduation Rate	31	32	31	0	0	0

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

If yes, how has this affected the grant?

ACCREDITATION

2. Who is your institution's primary accrediting agency:

> Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges

AUDIT

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

> Yes

4a. Were there any findings in the audit?

> No

4b. Year the most recent audit was conducted:

> 2018

Copy of the report with findings:

4c. Explain how these findings are being addressed:

ENDOWMENT

5. Do you have an Endowment Challenge Grant?

> No

6. Are grant funds being used for an Endowment activity?

> No

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

> No

If yes, what is the award number?

Section 3: Activities, Focus Areas, and Outcomes

Total Expenditures during the Reporting Period

Total federal dollars spent on your Title III/V grant:	$276,546.61
Total federal dollars spent on Title III/V project management and evaluation:	$51,427.99
Total remaining federal dollars spent on your Title III/V activities (Line 1 - Line 2):	$225,118.62

Total number of activities: 33

Grant Activities and Outcomes

Grant activity:

Instructional support, counseling interventions, student development, and professional development.

Total Spent: $225,118.62

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	$198,106.43	88
Other Activity: Retention Strategies and Professional Development	$27,012.19	12

Focus Area: Academic Quality Outcomes

Other, please specify: Did 70% of our Arise students persist from Fall 2017 to Spring 2018?	Yes

If yes:

    Initial #: 93
    Final #: 87
    Goal: 70

Supporting statement:

    Fall 2017 there were 520 Arise students enrolled. Spring 2018 there were 454 of those students enrolled. This means we had an 87% persistence rate.

Other, please specify: Has the number of English Language Learners (ELL) students in the Arise Program increased?	Yes

If yes:

    Initial #: 98
    Final #: 160
    Goal: 3

Supporting statement:

    In our first year we developed a way to identify ELL students in the program. During the second grant year, the number of ELL students in the program increased by 63%. We plan to conduct a focus group to further investigate the academic and student development needs of this group.

Focus Area: Fiscal Stability Outcomes

Other, please specify: Has the percentage of grant fund expenditures increase each year?	Yes

If yes:

    Initial #: 78
    Final #: 85
    Goal:

Supporting statement:

    In year one, we were awarded $350,000. We expended 78% of this funding in year one. In year two we were awarded $325.620. We expended 85%.

Other, please specify: Has the grant prudently and efficiently spent the funds awarded in year two?	Yes

If yes:

    Initial #: 272659
    Final #: 276547
    Goal: 1

Supporting statement:

    By the end of year 2, we had expended $276,547 of our funding. We anticipate implementing additional grant activities to continue helping us meet our objectives with carryover funds.

Focus Area: Institutional Management Outcomes

Other, please specify: Has the number of Arise students receiving communication about their academic progress increased?	Yes

If yes:

    Initial #: 285
    Final #: 503
    Goal: 9

Supporting statement:

    The initial dissemination of the Arise Student Action Plan (ASAP!) communication was completed in Spring 2017. During this budget year, upon completion of Fall 2017 & Spring 2018 terms, we increased the number of students receiving this academic progress report from 285 to 503 (unduplicated) or 76%.

Other, please specify: Has the ability of program staff to monitor student progress improved?	Yes

If yes:

    Initial #: 285
    Final #: 1210
    Goal: 6

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).

Focus Area: Student Support Services Outcomes

Has the average GPA of students increased?	Yes

If yes:

      Initial GPA: 2.77
      Final GPA: 2.80
      Goal:

Supporting statement:

      The overall GPA of Arise students at the end of year one was 2.77. By the end of year 2, our Arise students had an average cumulative GPA of 2.80.

Has the number of students continuing to further postsecondary education increased?	Yes

If yes:

      Initial #: 16
      Final #: 57
      Goal: 5

Supporting statement:

      At the end of year one, 16 Arise students were identified in the National Student Clearinghouse database as being enrolled in a baccalaureate granting institution. At the end of year two, 57 students were identified representing over three times as many students.

Other, please specify: Did the percentage of Arise students with a declared major increase?	Yes

If yes:

      Initial #: 82
      Final #: 94
      Goal: 6

Supporting statement:

      By the end of year one, 82% of Arise students had a declared major. By the end of year two, 94% of Arise students had a declared major, a 12% increase.

Section 4: Project Status

Activity:	Instructional support, counseling interventions, student development, and professional development.
Project Objective:	Objective 1a: The number of Arise students Completing English 1A will increase by 5% each year.
Objective Status:	On schedule
Objective Narrative:	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 have completed English 1A is 55%, twelve percentage points over last year and exceeding the 48% target.
Performance Measure:	Baseline measure
Measure Type:	Program
Data Type:	Percentage
Target:	48
Actual:	55
Date Measured:	2018-09-30
Frequency Measured:	Annual

Activity:	Instructional support, counseling interventions, student development, and professional development.
Project Objective:	Objective 1b: The number of Arise students Completing Math 71 will increase by 5% each year.
Objective Status:	On schedule
Objective Narrative:	Year one set a baseline of 38%. The target for year two, based on a five percent increase is 43%. The actual completion rate for Math 71 is 44%, which meets our goal.
Performance Measure:	Baseline measure
Measure Type:	Program
Data Type:	Percentage
Target:	43
Actual:	44
Date Measured:	2018-09-30
Frequency Measured:	Annual

Activity:	Instructional support, counseling interventions, student development, and professional development.
Project 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:	In year two, 38% or 243 of our 632 successfully completed math coursework. We missed our goal by 4% or about 25 students. In year three we hope to remedy this by implementing more targeted interventions for at risk students.
Performance Measure:	Baseline measure
Measure Type:	Program
Data Type:	Percentage
Target:	42
Actual:	38
Date Measured:	2018-09-30
Frequency Measured:	Annual

Activity:	Instructional support, counseling interventions, student development, and professional development.

Project Objective:	Objective 4: Increase the number of Arise students who graduate/transfer by 5% each year.
Objective Status:	On schedule
Objective Narrative:	In year one, 66 Arise students graduated or transferred, this represented 18% of our students that year. In year two 169 or 27% of our students graduated or transferred. Our goal for year two was 23% which we met and exceeded.
Performance Measure:	Baseline measure
Measure Type:	Program
Data Type:	Percentage
Target:	23
Actual:	27
Date Measured:	2018-09-30
Frequency Measured:	Annual

Activity:	Instructional support, counseling interventions, student development, and professional development.

Project 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:	Our goal for objective 5 is that 80% of our students will have an educational plan. In year two 89% of our students had educational plans on file. We met and exceeded our goal.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Percentage
Target:	80
Actual:	89
Date Measured:	2018-09-30

Frequency Measured:	Annual
Activity:	Instructional support, counseling interventions, student development, and professional development.
Project 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:	Our goal for objective 6 is that 70% of our students will complete English and math placement tests. In year two 87% of our students either took the placement exam or completed the Assessment Questionnaire (AQ). We met and exceeded our goal.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Percentage
Target:	70
Actual:	87
Date Measured:	2018-09-30
Frequency Measured:	Annual
Activity:	Instructional support, counseling interventions, student development, and professional development.
Project Objective:	Objective 7: 70% of Arise students will participate in financial literacy programming.
Objective Status:	On schedule
Objective Narrative:	Between Year 1 and Year 2, we doubled the participation rate from six percent to 14%.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Percentage
Target:	70
Actual:	14
Date Measured:	2018-09-30
Frequency Measured:	Annual
Activity:	Instructional support, counseling interventions, student development, and professional development.
Project 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:	In year one, 139 or 82% of our students completed at least 70% of their guided pathways checklist. Our goal was 70%. In year two we had 340 new students and 246 of these completed at least 70% of their guided pathways checklist. This represented 72%, which met and exceeded our goal of 70%.

Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Percentage
Target:	70
Actual:	72
Date Measured:	2018-09-30
Frequency Measured:	Annual

Activity:	Instructional support, counseling interventions, student development, and professional development.

Project 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:	In year two, 92% 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:	Pre-determined measure
Measure Type:	Program
Data Type:	Percentage
Target:	70
Actual:	92
Date Measured:	2018-09-30
Frequency Measured:	Annual

Activity:	Instructional support, counseling interventions, student development, and professional development.

Project 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:	Since the commencement of this grant, we have developed 11 professional development activities that promote cultural responsiveness and best practices in working with AANAPI students. This exceeds our goal of 5 activities.
Performance Measure:	Life of the grant
Measure Type:	Program
Data Type:	Raw Number
Target:	5
Actual:	11
Date Measured:	2018-09-30
Frequency Measured:	Life of the grant

Activity:	Instructional support, counseling interventions, student development, and professional development.
Project 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:	In year two, six of the seven college personnel funded to participate 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. Given the response rate, our outcome for this objective was 86%, this met and exceeded our goal or 70%.
Performance Measure:	Life of the grant
Measure Type:	Program
Data Type:	Percentage
Target:	70
Actual:	86
Date Measured:	2018-09-30
Frequency Measured:	Life of the grant

Activity:	Instructional support, counseling interventions, student development, and professional development.
Project Objective:	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
Objective Narrative:	Our grant has fifteen objectives. The outcomes of these objectives were calculated for year two.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Raw Number
Target:	1
Actual:	1
Date Measured:	2018-09-30
Frequency Measured:	Annual

Activity:	Instructional support, counseling interventions, student development, and professional development.
Project Objective:	Objective 12: At least two focus groups of AANAPI students will be held each year.
Objective Status:	On schedule

Objective Narrative:	Focus groups were completed for four sub-groups within the Arise Program: Pacific Islander women, male athletes, FilipinX, and Southeast Asian students to learn more about their issues, concerns, and needs.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Raw Number
Target:	2
Actual:	4
Date Measured:	2018-09-30
Frequency Measured:	Annual

Activity:	Instructional support, counseling interventions, student development, and professional development.

Project Objective:	Objective 13: Compile research data and survey data annually to measure improvement in retention, course pass rates, and graduation/transfer.
Objective Status:	On schedule
Objective Narrative:	The "Arise Grant 2 Year 2 Research Report", documents our data collection efforts for our grant activities. This objective was met for year two.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Raw Number
Target:	20
Actual:	23
Date Measured:	2018-09-30
Frequency Measured:	Annual

Activity:	Instructional support, counseling interventions, student development, and professional development.

Project 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:	Sixty-eight percent of our Arise ELL students completed AMLA and English courses. We exceeded the goal of 63% for year two.
Performance Measure:	Baseline measure
Measure Type:	Program
Data Type:	Percentage
Target:	63
Actual:	68
Date Measured:	2018-09-30
Frequency Measured:	Annual

Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	$42,720.00	$432,051.00	$349,852.00	$0.00	$82,199.00	$243,176.00	Yes
Fringe Benefits	$7,317.00	$132,418.00	$107,444.00	$0.00	$24,974.00	$63,634.00	Yes
Travel	$9,080.00	$52,785.00	$44,246.00	$0.00	$8,539.00	$22,943.00	Yes
Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Supplies	$4,170.00	$8,449.00	$4,802.00	$0.00	$3,647.00	$5,600.00	Yes
Contractual	$0.00	$15,200.00	$12,046.00	$0.00	$3,154.00	$10,000.00	Yes
Construction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Endowment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Other	$14,054.00	$34,717.00	$30,815.00	$0.00	$3,902.00	$4,647.00	Yes
Total	$77,341.00	$675,620.00	$549,205.00	$0.00	$126,415.00	$350,000.00	

Line Item Budget Narrative	
Personnel	Before the close of year 2 budget, we were able to complete the replacement hire for the full-time Program Specialist. Patricia Tutasi Asuega was hired on July 1, 2018. We are planning to reclassify the position level to a Program Specialist II to better align with assignments and tasks. We expect to use carryover funds to cover the financial needs for personnel and fringe benefits expenditures before the end of the third year of the grant (Sept. 2020).
Fringe Benefits	Before the close of year 2 budget, we were able to complete the replacement hire for the full-time Program Specialist. Patricia Tutasi Asuega was hired on July 1, 2018. We are planning to reclassify the position level to a Program Specialist II to better align with assignments and tasks. We expect to use carryover funds to cover the financial needs for personnel and fringe benefits expenditures before the end of the third year of the grant (Sept. 2020).
Travel	AANAPI related conferences and other higher education conferences in which the Arise Program is invited to present. In year two, this included the NASPA Western Regional Conference and APAHE. Carryover will be used to fund additional and AANAPI relevant travel for meetings, conference presentations, and professional development opportunities.
Supplies	Carryover funds will be used to make necessary purchases for grant-approved activities.
Contractual	Use of these funds covers our annual student leadership retreat.
Other	Carryover funds will be used to make necessary purchases for grant-approved activities.

Budget Narrative

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

Yes

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

Yes

2b. 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, there is a balance of $28K (8%) from year 1 carryover. For year 2, there is a balance of $98K (30%) of the allocated budget. The carryover between both years is $126,415 and will be used to fund grant-approved activities as well as anticipated increases in personnel costs and instruction support needs.

3a. 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).

Yes

3b. Describe any anticipated changes in your budget for the next budget period (see EDGAR, 34 CFR 74.25 and 80.30, as applicable).

In our prior grant, one of the activities we anticipated was supporting efforts to develop AANAPI curriculum. We did not identify this specifically in the current grant, but there is faculty momentum in developing a history course for Asian Americans and Pacific Islanders. We would like to provide support to faculty to assist in the development of relevant cours(es). As of this submission, I have discussed this change with Pearson Owens. He has approved this request to include this activity.

4a. Is this a cooperative arrangement grant?

No

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 role's have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or project activities.

Partner Name	Description of Partner's Role	Did Role change?	How did Role change?	Impact on your ability to achieve objectives/activities

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

Yes

6b. 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: Provide support for faculty developing curriculum that are AANAPI-relevant or AANAPI-inclusive. These courses may include new courses, modification of existing courses, or mini-curricular units. Faculty may seek assistance with the grant to conduct student focus groups to provide input to the development of the course.

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

No

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

Partially

8b. If no or partially, please explain.

We are making steady progress on a majority of the objectives. Attention is needed to further evaluate efforts toward improving outcomes for objectives 2 (math intervention) and 7 (financial literacy). There are college-wide efforts in place that will impact these outcomes: legislative mandates that determine math placement through multiple measures, tutoring coordination realignment, outcomes-based funding measures that include financial aid and progression toward college-level math completion within the first year of attendance.

9. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits.

One of the named projects for our grant is a Digital Stories Project. During year two, we were able to engage students in the project from other student equity programs. A total of seven projects from Cohort 3 were completed in Summer 2018 and were offered as professional development workshops for faculty and staff last August 2018 as a way to increase their cultural competency of not only the AANAPI student population, but of other students of color.