2017 Annual Performance Report

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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:
Name: Aida Cuenza-Uvas
Title: Director
Phone: 9092745905
Email: acuenzauvas@mtsac.edu

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: 1

Authorized Representative:
Name: Dr. William T. Scroggins
Date: 07/18/2018
Phone: 909-274-4250
Email: bscroggins@mtsac.edu

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.

    In year 1 of our AANAPISI grant-funded Arise Program, we focused efforts on re-establishing a new cohort of students and implementing grant activities in multiple student services areas: instructional support, counseling interventions, student development, professional development, and research and evaluation. These areas of focus contribute to fulfilling the goals of the legislation, particularly for the Asian American and Pacific Islander (AAPI) student population. Recognizing the educational disparities within the AAPI student community, our work revolves around adapting our efforts to be culturally responsive to the nuanced needs of our student sub-populations.

    Student Services
    Our grant activities provide a network of student services support that includes counseling, advisement, tutoring, peer mentoring, leadership development, student development, and creating access to other key resources on campus. Combined, these efforts have had a positive impact on our students' overall progress and success as it relates to their enrollment, retention, and persistence towards graduation or transfer.

    In the 2016-2017 academic year, we served 358 students, 77% of whom represent the Asian American Pacific Islander (AAPI) community. Seventy percent of the students have financial aid or scholarships. Of these 358 students, 93% persisted from Fall to Spring term. The cohort has maintained an average cumulative 2.77 grade point average. The majority, 89%, of the students also have an educational plan and 82% have declared a major. During this period, about 43% have successfully completed Freshman Composition, the writing course required for graduation and transfer. About 52% have completed a math course required for graduation, while 39% have completed a math course needed for transfer to a university. A total of 66 students graduated by the end of 2016-2017, which represents 18% of the student count.

    Monitoring Academic Progress
    One of the interventions we implemented in year one was Arise Guided Pathways, which is officially referred to as the Arise Student Action Plan! (ASAP!). Students were sent their personalized profile as part of the ASAP! letter, both through regular mail and email. We first implemented this effort at the end of Spring 2017 with 285 students. Data from this

first implemented this effort at the end of Spring 2017 with 285 students. Data from this group of students show that 57% of the students completed 100% of the units attempted and 67% of the students maintained at least a 2.50 or higher grade point average. The purpose of this counseling intervention is two-fold. First, it serves as a primary way for our program staff to engage with students by providing recommendations and direction to address particular needs. The second purpose of this intervention is to keep students apprised of their academic progress, helping them stay the course toward completing their educational goals.

Student Development
During year one, two specific programs were implemented to promote retention through student development. This included our student Fale Fono (community meeting house) and annual leadership retreat. Although both of these activities were initiated through supplemental funding during our first AANAPISI grant (2011-2016), these programs have now been established as part of our current grant. Through this secured funding, the Fale Fono continues to be a safe space for the students to engage in conversations with peers about cultural heritage, college experiences, academic concerns and career exposure. It has also served as space for community partnership engagement. In this period, Empowering Pacific Islander Communities (EPIC) led one of the Fale Fono meetings, focusing on the topic of civic engagement. During our annual leadership retreat, we create the opportunity for students to learn about leadership and discover their leadership capacities. This type of engagement fosters students' personal development, which reinforces retention and completion of their educational goals.

Together, our ASAP! and leadership retreat initiatives represent strategies that our program has implemented to promote students' academic progress and personal success.

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

Eight of our 15 grant objectives have pre-determined outcomes that are measurable within this budget cycle and we have met 75% of these objectives.

In year one, we created and implemented our first Arise Student Action Plan! (ASAP!) for students after Spring 2017. This letter campaign served as a means to engage with our students in the program to encourage and promote personal accountability and track individual student progress along selected academic markers (e.g., gpa, unit completion, basic skills progression).

During our previous grant we were awarded supplemental funding for a collaborative digital stories project with the University of Massachusetts Boston and Mission College. A major milestone for our grant is that we secured funding in the current grant to continue this project on our own. As of this reporting period, four students completed a digital story, wherein they crafted personal narratives that depicted themes of colonized experiences, economic hardship, and other struggles impacting students' educational experiences. Campus-wide screenings were offered. The digital stories were also part of faculty and staff professional development workshops.

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

While we have an assigned temporary space for our program, the growth has created demand for a larger space that can be used for study, workshops, and a student computer lab. A new modular building is in the process of completion. The Arise Program, along with three other support programs that target our students who are African American, Dreamers, and foster youth, are anticipating the move around December 2018.

A full-time counselor is needed for the program, particularly given the complex needs of the students in the program, some of whom are transferring in from out-of-state or who are recent resident immigrants, who are also student athletes, and who require counseling guidance for career decision-making, which is a task directly under the purview of the counseling role.

For some of the AAPI sub-groups, particularly those who are low-income or who have limited economic opportunity, some challenges observed while working with students points to a gap in family education and awareness about college access and opportunities, financial aid literacy, and economic benefits of college completion. In order to address this type of a challenge, hosting a student/family educational conference may strengthen the connection between the institution and the student's family environment, which would improve the support required not just from within the institution, but also from their community.

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.

The research and data collected from the previous five years of our first grant (2011-2016) informed our plans for the current grant award.

In year one, we began to implement some of the grant activities to expand what had been put in place to serve our students. Three of our projects that were highlighted in 1A above reflect the scope of these on-going endeavors, each of which contribute to continuing research, knowledge building, and practices: ASAP!, Leadership Retreat, and Digital Stories. The first project serves as a case management practice for the program, which allows us and our students keep better track of their progress and provides our team with the means to identify triage needs and become more effective in connecting students to valuable resources, interventions, and motivate students toward focusing and achieving their goals. This new activity has been presented as a promising practice or model for the campus-wide effort for all students.

The digital stories project does not only create space for students to develop and share their counter-narratives, but it also informs and educates our campus community-especially faculty and staff- about the complex lives of our students through storytelling, a form of research documenting oral history. This is important for knowledge building and informed practice because it invites the community to consider the implications of practice, such as our assumptions, attitudes and behaviors toward students, and how it may impact the institutional relationship with our students, particularly in meeting our commitments to diversity, equity and cultural competency. Our grant project aligns with the college-wide goals and the specific mission of our Arise Program.

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

Our grant is in alignment with our institutional mission, which is as follows:

Our grant is in alignment with our institutional mission, which is as follows:

The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society.

The grant funds our Arise Program and the Mission of the Arise Program 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.

The grant has supported our college's commitment to "providing quality . . . education [and] services. . ." by providing resources dedicated to a network of services and activities, as well as hiring personnel who are committed to our institutional values. The grant has enabled us to build a foundation that emphasizes meaningful relationships and programming for students. For marginalized groups, having a safe space where student affairs professionals exercise cultural competency is important to helping students navigate our campus. Through the grant, we are addressing the holistic needs of students. Holistic support is threaded throughout the Arise Program as we consider the purpose of our activities aimed at instructional support (e.g., tutoring, study hall), counseling interventions (e.g., ASAP!, peer mentoring), and student development (e.g., fale fono, AAPI heritage events, leadership development, digital stories, peer mentoring). Through these reflective, personal, and culturally relevant activities we are able to focus on what is meaningful to the student and what is also central to the College's mission.

As our program mission elaborates, we remain conscious about the importance of creating a safe space that promotes respect, accountability, and integrity. These reflect communal values and represents also the overarching mission of Mt. San Antonio College.

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

With anticipated changes in college policy driven by state level mandates related to student assessment and with a shift in the state budget funding formula, we will need to determine how to re-align activities as outlined in the grant that better match the emerging trends. As early as Fall 2018, we expect the adoption of multiple measures, in particular the use of high school transcripts, to place students more accurately and to shorten the timeline to goal completion. This change will impact part of the grant project that aims to support efforts to help students prepare for the placement test. Instead, the focus may call for a need to change or adapt our efforts toward a "math pre-class prep" activity or support college-wide efforts for this type of initiative, which may also include increased demand for instructional support during the term in which a student is taking a math class.

In essence, we will need to look at our "math up" goals and redefine objective 6 (placement tests). Upon completion of grant year 2, we will have a clearer idea of how to direct and articulate any modifications as it will be guided by the legislative intent and language.

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

We do not have a cooperative arrangement with this grant.

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?

As of year one, we are making progress on a majority of our grant objectives. We have a total of fifteen objective outcomes as our standards of measure for our grant. We have three types of objectives: five that require establishing a baseline, two that are to be measured over the life of the grant, and eight in which the parameters for success were pre-determined. As of year one, we have established all five measures that require baseline data. We are in progress with achieving the two goals to be completed by the end of the grant. And we have achieved 75% of the goals with pre-determined measurements of success.

A summary of this is attached in the file, "Arise Grant 2 Year 1 Research Report" (p.1-3), which documents the data objectives and progress actuals. This report will be provided in the subsequent submissions of our Annual Performance Reports for consistency and comprehensiveness.

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.

Attached is the annual report of research conducted on our grant activities for year one, entitled, "Arise Grant 2 Year 1 Research Report". This report is over 100 pages long and attempts to highlight the impact of the activities we completed in year one. Among the reports included are survey results from events we have held such as our fale fono meetings, welcome back events, our digital stories presentations, our AAPI cultural heritage events, and our leadership retreat (Summer 2017). Also contained within this report is a sample ASAP! letter and an aggregated summary of the individual student letters. Finally, this report contains 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.

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.

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

During year one, we had an unanticipated personnel vacancy. This required us to shift personnel around and hire a temporary replacement while engaged with our human resource process to replace the position. Although this caused some operational challenges, institutional support for the temporary solutions enabled us to complete our activities.

As part of our on-going evaluation of implementing efficient processes, we also determined a need for information technology (IT) support for the dissemination of our ASAP! letters. During this period, IT was involved in a large campus project to develop the internal process for our new student placement plans related to multiple measures. We anticipate revisiting support for our project to enhance delivery methods for our ASAP! letter.

Additionally, the institution is also looking at software for college-wide use to monitor

student progress, similar to the way in which we have initiated our work through ASAP!

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	0	0	0	0
Fall-to-Fall Retention %	70	70	0	0	0	0
4-Year Graduation Rate	31	32	0	0	0	0
6-Year Graduation Rate	0	0	0	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:

> 2017

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: $272,658.51

Total federal dollars spent on Title III/V project management and evaluation: $0.00

Total remaining federal dollars spent on your Title III/V activities (Line 1 - Line 2): $272,658.51

Total number of activities: 30

Grant Activities and Outcomes

Grant activity:
Instructional Support

Total Spent: $42,300.12

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	$42,300.12	100

Grant activity:
Counseling Intervention

Total Spent: $68,685.93

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	$68,685.93	100

Grant activity:
Student Development

Total Spent: $91,126.56

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	$81,429.37	89
Other Activity: Retention Strategies	$9,697.19	11

Grant activity:
Professional Development

Total Spent: $21,092.15

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	$21,092.15	100

Grant activity:
    Research and Evaluation

Total Spent: $49,453.74

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	$49,453.74	100

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Focus Area: Academic Quality Outcomes

Other, please specify: Has the ability to identify English Language Learners (ELL) students improved?	Yes

If yes:

      Initial #: 0
      Final #: 98
      Goal: 0

Supporting statement:

      In order to better serve the ELL population in the Arise Program we have established a method of identifying students whose first language is not English.

Other, please specify: Did 70% of our Arise students persist from Fall 2016 to Spring 2017?	Yes

If yes:

      Initial #: 70
      Final #: 93
      Goal: 70

Supporting statement:

      Ninety-three percent of our year one Arise students persisted from Fall 2016 to Spring 2017, which exceeded our goal of 70%.

Focus Area: Student Support Services Outcomes

Has the average GPA of students increased?	Yes

If yes:

    Initial GPA: 2.55
    Final GPA: 2.77
    Goal:

Supporting statement:

    The overall GPA of Arise students in our first grant was 2.55. In the first year of the current grant, Arise students had a cumulative GPA of 2.77.

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

If yes:

    Initial #: 50
    Final #: 82
    Goal:

Supporting statement:

    Fifty percent of our Arise students had a declared major in the previous grant. In the first year of the current grant, 82% of Arise students had a declared major.

Focus Area: Fiscal Stability Outcomes

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

If yes:

      Initial #: 0
      Final #: 272659
      Goal:

Supporting statement:

      In year one, we were awarded $350,000. Of this amount, we expended 78% of the funding.

Focus Area: Institutional Management Outcomes

Other, please specify: Has the ability to inform Arise students of their academic progress improved?	Yes

If yes:

    Initial #: 0
    Final #: 285
    Goal:

Supporting statement:

    In year one, we sent our Arise Student Action Plan! (ASAP!) letter to 285 Arise students. This letter was provided to help students monitor their academic progress.

Other, please specify: Has the ability to track student usage of the center improved?	Yes

If yes:

    Initial #: 0
    Final #: 0
    Goal:

Supporting statement:

    The database used to track students was moved to a network drive, which allows easier access for updates and reporting.

Section 4: Project Status

Activity:	Instructional Support

Project Objective:	Objective 1b: The number of Arise students completing Math 71 will increase by 5% each year.
Objective Status:	On schedule
Objective Narrative:	Math 71 is Intermediate Algebra, which is required for graduation with an Associate of Arts or Associate of Science degree. In year one, 38% of 358 Arise students completed Math 71. With this as our baseline, our target for year two will be 43%.
Performance Measure:	Baseline measure
Measure Type:	Program
Data Type:	Percentage
Target:	5
Actual:	38
Date Measured:	2017-09-30
Frequency Measured:	annual

Activity:	Instructional Support

Project Objective:	Objective 2: The number of Arise students successfully completing math course work following program interventions will increase by 5% each year.
Objective Status:	On schedule
Objective Narrative:	In year one, 37% of 358 Arise students successfully completed a math course. With this as our baseline, our target for year two will be 42%. Year one program nterventions included tutoring and referrals to campus resources.
Performance Measure:	Baseline measure
Measure Type:	Program
Data Type:	Percentage
Target:	5
Actual:	37
Date Measured:	2017-09-30
Frequency Measured:	annual

Activity:	Instructional Support

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

Objective Status:	On schedule
Objective Narrative:	ENGL 1A is Freshman Composition, which is required for graduation with an Associate of Arts or Associate of Science degree. In year one, 43% of 358 Arise students completed ENGL 1A. With this as our baseline, our target for year two will be 48%.
Performance Measure:	Baseline measure
Measure Type:	Program
Data Type:	Percentage
Target:	5
Actual:	43
Date Measured:	2017-09-30
Frequency Measured:	annual

Activity:	Instructional Support
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:	In year one, 58% of our Arise ELL students (n=57/98) have successfully completed their AMLA and English courses. With this as our baseline, our target for year two is 63%.
Performance Measure:	Baseline measure
Measure Type:	Program
Data Type:	Percentage
Target:	5
Actual:	58
Date Measured:	2017-09-30
Frequency Measured:	annual

Activity:	Counseling Intervention
Project Objective:	Objective 4: Increase the number of Arise students who graduate/transfer by 5% each year.
Objective Status:	On schedule
Objective Narrative:	Eighteen percent of the 358 Arise students graduated or transferred by the end of year one. With this as our baseline, our target for year two is 23%.
Performance Measure:	Baseline measure
Measure Type:	Program
Data Type:	Percentage

Target:	5
Actual:	18
Date Measured:	2017-09-30
Frequency Measured:	Annual

Activity:	Counseling Intervention
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:	Ninety percent of our 358 Arise students had an educational plan by the end of year one. We exceeded our goal by 10%.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Percentage
Target:	80
Actual:	90
Date Measured:	2018-09-30
Frequency Measured:	Annual

Activity:	Counseling Intervention
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:	Ninety-seven percent of our 358 Arise students completed English writing and math placement tests within two semesters of joining the program. We exceeded the target goal by 27%.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Percentage
Target:	70
Actual:	97
Date Measured:	2017-09-30
Frequency Measured:	Annual

Activity:	Student Development

Project Objective:	Objective 7: 70% of Arise students will participate in financial literacy programming.
Objective Status:	Not Achieved
Objective Narrative:	Beyond students' application and receipt of financial aid, financial literacy will be further defined by specific activities. Concerted efforts to ensure our students achieve this goal is underway. Despite this, six percent of our students participated in college financial literacy programming.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Percentage
Target:	70
Actual:	6
Date Measured:	2017-09-30
Frequency Measured:	Annual

Activity:	Student 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:	The Arise Guided Pathways consists of a list of ten itemized tasks that are related to other objectives (e.g., educational plans, placement tests, progress with English and math course completion). Eighty-two percent of eligible students completed this objective, exceeding our goal by 12%.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Percentage
Target:	70
Actual:	82
Date Measured:	2017-09-30
Frequency Measured:	Annual

Activity:	Student 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:	Ninety-six percent of the students surveyed in year one reported an enhanced sense of identity and confidence in their abilities to achieve their academic goals. The results represent the opinions of 32% of our year one Arise students.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Percentage
Target:	70
Actual:	96
Date Measured:	2017-09-30
Frequency Measured:	annual

Activity:	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:	Although the goal is to create five activities over the life of the grant, we created four in year one alone.
Performance Measure:	Life of the Grant
Measure Type:	Program
Data Type:	Raw Number
Target:	5
Actual:	4
Date Measured:	2017-09-30
Frequency Measured:	Course of grant

Activity:	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:	This represents staff funded to attend AANAPI-focused conferences in year one. One-hundred percent of the staff reported increased awareness, understanding, and will attempt to implement one new strategy in working with AANAPI students.
Performance Measure:	Life of the Grant
Measure Type:	Program
Data Type:	Percentage
Target:	70

Actual: 100

Date Measured: 2017-09-30

Frequency Measured: Life of the grant

Activity:	Research and Evaluation
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 one. Of our pre-determined measures, 75% were met. All baseline measures were established. And we are making good progress on the goals for the life of the grant.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Raw Number
Target:	1
Actual:	1
Date Measured:	2017-09-30
Frequency Measured:	Annual

Activity:	Research and Evaluation
Project Objective:	Objective 12: At least two focus groups of AANAPI students will be held each year.
Objective Status:	Not Achieved
Objective Narrative:	Partial achievement of this objective was completed. A focus group was held to evaluate the receptiveness of students and their comprehension of the ASAP! letter that was disseminated after Spring 2017. Use of results informed the changes needed for improvement to letter packet. Efforts are underway to meet this objective in year two.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Raw Number
Target:	2
Actual:	1
Date Measured:	2017-09-30
Frequency Measured:	Annual

Activity:	Research and Evaluation
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:	A total of fifteen reports are included in the "Arise Grant 2 Year 1 Research Report", documenting our data collection efforts for our grant activities. This objective was met for year one.
Performance Measure:	Pre-determined measure
Measure Type:	Program
Data Type:	Raw Number
Target:	15
Actual:	15
Date Measured:	2017-09-30
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	$0.00	$224,685.00	$181,965.00	$0.00	$42,720.00	$211,739.00	Yes
Fringe Benefits	$0.00	$66,842.00	$59,525.00	$0.00	$7,317.00	$68,810.00	Yes
Travel	$0.00	$30,172.00	$21,092.00	$0.00	$9,080.00	$22,613.00	Yes
Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	No
Supplies	$0.00	$5,999.00	$1,829.00	$0.00	$4,170.00	$3,100.00	Yes
Contractual	$0.00	$200.00	$200.00	$0.00	$0.00	$15,000.00	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	$0.00	$22,102.00	$8,048.00	$0.00	$14,054.00	$4,358.00	Yes
Total	$0.00	$350,000.00	$272,659.00	$0.00	$77,341.00	$325,620.00	

Line Item Budget Narrative	
Personnel	During year one, the program experienced a vacancy with the Educational Advisor position due to an external promotion. Temporary hires and personnel shifts were done to address the interim need. The Educational Advisor position was replaced through the promotion of Kare"l Lokeni who was in the Program Specialist position. This resulted in another vacancy within the program, which was filled with a temporary substitute. Replacement of the Program Specialist was initiated in year two of the grant.
Fringe Benefits	During year one, the program experienced a vacancy with the Educational Advisor position due to an external promotion. Temporary hires and personnel shifts were done to address the interim need. The Educational Advisor position was replaced through the promotion of Kare"l Lokeni who was in the Program Specialist position. This resulted in another vacancy within the program, which was filled with a temporary substitute. Replacement of the Program Specialist was initiated in year two of the grant.
Travel	Travel has consistently covered personnel attending professional conferences (NASPA, APAHE and other AANAPISI-focused). Travel also covers student participation in the APAHE conference.
Supplies	Carryover funds will be used to make necessary purchases for grant-approved activities.
Contractual	Leadership expenditure that was encumbered was in year one, but expended in year two.
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.

Year one carryover balance is $77,341. A portion of this carryover balance was used to issue a payment in the amount of $10,665 on 12/15/17 to Pali Mountain Conference Center for use of the venue for the Leadership Retreat held from August 22-24, 2017.

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).

No

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?

No

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 have established baseline measurements for the objectives that require this. Among our pre-determined objectives, we met 75%. The additional two objectives that are for the life of the grant are in progress.

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

None to report at this time.