

U.S. Department of Education
Office of Postsecondary Education
Upward Bound and Upward Bound Math-Science Programs—Federal TRIO Programs

**2020-21 FINAL ANNUAL PERFORMANCE REPORT
IN PDF FORMAT**

Summary of Data
and
Prior Experience Points, or Results of Standard Assessments

P047A170474
Mt. San Antonio College
Upward Bound and Upward Bound Math-Science Project

The 2017 UB and UBMS grant competitions established a competitive preference priority to encourage applicants to propose for their projects activities that were supported by moderate evidence of effectiveness—particularly activities that would increase the likelihood that students would complete high school, enroll in a program of postsecondary education, and complete that program. The priority as it appeared in the application was this:

Moderate Evidence of Effectiveness. Applications supported by evidence of effectiveness that meets the conditions set out in the definition of “moderate evidence of effectiveness” in 34 CFR 77.1 (c).

Below, please indicate whether your project addressed this competitive preference priority in your grant application; if your project did so, please complete the text boxes with concise information about implementation.

- ☐ Not applicable
☒ Yes

Citation of study used: In the box below, please cite the study that your project used; for example, “Abelman, R., & Molina, A. (2001). Style over substance revisited: A longitudinal analysis of intrusive intervention. *NACADA Journal*, 21(1–2), 32–39.”

Struhl, B. & Vargas, J. (2012). Taking College Courses in High School: A Strategy Guide for College Readiness - The College Outcomes of Dual Enrollment in Texas. Jobs for the Future.

Implementation: Please discuss briefly how your project has implemented the activities from the outset of your grant to the present. Please cover:

- any staff training taken prior to, or during, the intervention;
- the plan used for implementation, including current stage; and
- the number of students participating in the intervention.

Please also include observations, findings, and/or outcomes to date, and explain why the project will or will not continue to use the intervention.

As in prior years, prior to implementation of interventions, planning meetings and training were held with our partner schools. Articulation and memorandums of understanding were renewed with our partner school districts to offer dual enrollment and special admittance during our summer enrichment program. Dual enrollment English courses were once again offered during the academic year at our partner high schools and special admittance was granted to UB participants so they could be college students during the Summer. The popularity of both programs has increased, evident by the number of participants who enroll during the school year and Summer. We are happy to report that as was the case in prior years of our grant, 100% of participants received full credit for courses taken and will now enter postsecondary institutions with college credit.

Number of participants served under this element: 0

Summary of activities undertaken under this element:

Your standard objectives from the 2017 competition are listed below.

Number Funded to Serve:

FOR 2020-21, THIS PROJECT WAS FUNDED TO SERVE 70 PARTICIPANTS.

Project Objectives:

Academic Performance-Grade Point Average (GPA):

60% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

Academic Performance on Standardized Test:

45% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.

Secondary School Retention and Graduation:

80% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

Secondary School Graduation (Rigorous Secondary School Program of Study):

40% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.

Postsecondary Enrollment:

45% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester).

Postsecondary Completion:

30% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school.

Cohort Comparison Report

The Cohort Comparison Report compares the number of participants with various values for field #54, Postsecondary Education Enrollment Cohort (PSECohort), for both the UB system of records and your 2020-21 APR data file. A cohort year can be set for a participant only when he or she has graduated high school in an academic year (for example, 2020-21) and enrolled in postsecondary education by the fall of that year (in this example, fall 2021).

Comparison of Values for the Postsecondary Education Enrollment Cohort (field #54) Data in the UB System of Records vs. Your 2020-21 APR Data

| Cohort Year for Postsecondary Education Enrollment (PSECohort) | Number of Participants in Cohort Year According to UB System of Records | Number of Participants in Cohort Year in Your 2020-21 APR Data File |
|--|---|---|
| 2015 (graduated HS in AY 14-15 w/regular diploma and enrolled in PSE by fall 2015) | 20 | 20 |
| 2016 | 10 | 10 |
| 2017 | 16 | 16 |
| 2018 | 32 | 32 |
| 2019 | 9 | 9 |
| 2020 | 21 | 21 |
| 9999 | 20 | 21 |

Additional Information for Field #54:

| Cohort Year for Postsecondary Education Enrollment (PSECohort) | Number of Participants in Cohort Year According to UB System of Records | Number of Participants in Cohort Year in Your 2020-21 APR Data File |
|--|---|---|
| 2021 | N/A | 14 |
| 8888 | 54 | 59 |

Current Participants and Eligibility Status Report for 2020-21 (Participant Status = 1, 2, 3, or 6)

| Participant's Name | Participant Status | Eligibility Status |
|----------------------------|---|---|
| Kassandra Gamboa | 2 = Continuing participant | 1 = Low-income and first-generation |
| Ramon Gamboa | 2 = Continuing participant | 3 = First-generation only |
| Evangelina Figueroa | 2 = Continuing participant | 1 = Low-income and first-generation |
| Vidal Figueroa | 2 = Continuing participant | 3 = First-generation only |
| Martin Estrada | 2 = Continuing participant | 1 = Low-income and first-generation |
| Jazmine Gomez-Mercado | 2 = Continuing participant | 1 = Low-income and first-generation |
| Josiah Hernandez | 2 = Continuing participant | 1 = Low-income and first-generation |
| Grace Hernandez | 2 = Continuing participant | 7 = Low-inc., first-gen., and at high risk for academic failure |
| Joshua Guillen | 2 = Continuing participant | 6 = First generation and at high risk for academic failure |
| Madalyn Guillen | 2 = Continuing participant | 6 = First generation and at high risk for academic failure |
| Arianna Guandique-Diaz | 2 = Continuing participant | 3 = First-generation only |
| Briana Guandique | 2 = Continuing participant | 3 = First-generation only |
| Jennifer Gonzalez-Calderon | 1 = New participant during reporting period | 1 = Low-income and first-generation |
| Kevin Gonzalez | 2 = Continuing participant | 6 = First generation and at high risk for academic failure |
| Karina Gonzalez | 2 = Continuing participant | 3 = First-generation only |
| Leanna Gonsales | 2 = Continuing participant | 5 = Low-income and at high risk for academic failure |
| Arianna Duval | 2 = Continuing participant | 7 = Low-inc., first-gen., and at high risk for academic failure |
| Andrew Berdin | 1 = New participant during reporting period | 1 = Low-income and first-generation |
| Destiny Ayala | 2 = Continuing participant | 7 = Low-inc., first-gen., and at high risk for academic failure |
| Marissa Avellaneda | 2 = Continuing participant | 7 = Low-inc., first-gen., and at high risk for academic failure |
| Erick Anzu | 2 = Continuing participant | 1 = Low-income and first-generation |
| Marissa Angeles-Robles | 2 = Continuing participant | 3 = First-generation only |
| Eduardo Alvarado | 2 = Continuing participant | 1 = Low-income and first-generation |
| Lesly Cabrera | 2 = Continuing participant | 1 = Low-income and first-generation |
| Madel Caceres | 2 = Continuing participant | 3 = First-generation only |
| Vanessa Chavez | 2 = Continuing participant | 6 = First generation and at high risk for academic failure |
| Jazmin Cazares | 1 = New participant during reporting period | 1 = Low-income and first-generation |
| Vianney Castaneda | 2 = Continuing participant | 2 = Low-income only |
| Alessandra Cardenas | 1 = New participant during reporting period | 1 = Low-income and first-generation |
| Cynthia Cardenas | 2 = Continuing participant | 3 = First-generation only |
| Daniel Aguilar | 2 = Continuing participant | 7 = Low-inc., first-gen., and at high risk for academic failure |
| Marcos Jimenez | 2 = Continuing participant | 1 = Low-income and first-generation |
| Fabiola Jimenez | 1 = New participant during reporting period | 1 = Low-income and first-generation |
| Nathalie Robles | 2 = Continuing participant | 1 = Low-income and first-generation |

Critical Fields Verification Report

The Department has identified the following fields as critical in calculating project and program outcomes and wants to ensure a minimal number of "No Response/Unknown" entries in each field. In most cases, "No Response/Unknown" is a valid response; however, high percentages of these responses are not in the project's best interest. The table below lists the critical fields and the number and percentage of participants with a "No Response/Unknown" entry in that field.

| Field No. | Field Name | Number with No Response/Unknown | Percent |
|-----------|---|---------------------------------|---------|
| 7. | DOB | 0 | 0% |
| 24. | Date of First Project Service | 0 | 0% |
| 25. | Grade Level at First Service | 0 | 0% |
| 27. | Participant Status, for reporting year 2020-21 | 0 | 0% |
| 30. | Grade level at beginning of reporting year (2020-21) | 0 | 0% |
| 31. | Secondary Grade Level or Postsecondary Status at beginning of AY following year being reported (2021-22) | 0 | 0% |
| 32. | High School Cumulative Grade Point Average (GPA) | 5 | 2% |
| 36. | Rigorous secondary school program | 1 | 0% |
| 38. | Met HS state standard-reading/language arts | 13 | 6% |
| 39. | Met HS state standard-math | 15 | 7% |
| 53. | Date of first Postsecondary School Enrollment | 1 | 0% |
| 63. | PS Enrollment objective--numerator for reporting year (2020-21) | 1 | 0% |

PR/Award Number: P047A170474
 Grantee: Mt. San Antonio College
 State: CA
 Sector: Public Two-Year

Funded Number

The funded number criterion is based on whether the project served the number of participants that the Department funded the grantee to serve. To attain a score for this criterion, the actual number served must be equal to, or greater than, the number of participants the project was funded to serve. For a detailed discussion of how the rate was calculated, please see "*How is the Funded Number Criterion Calculated?*" in the Appendix.

| 2020-21 Results for the Funded Number Objective | | | |
|--|-------------------------------|-----------------|------------------|
| Number of participants project was funded to serve | Number of participants served | Met Requirement | PE Points Earned |
| 70 | 73 | Yes | 3 |

Academic performance - GPA

The rate for academic performance—GPA is defined as the percentage of participants served during the reporting period who had a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

Certain participants are not included in the calculation: Those who were served during the reporting period but subsequently were deceased or permanently incapacitated, and those for whom no high school GPA was possible. For a detailed discussion of how the rate was calculated, please see "*How is the Academic Performance - GPA Criterion Calculated?*" in the Appendix.

Note: The academic performance - GPA rate uses the greater of two numbers as the denominator: participants whom the project was funded to serve, or participants actually served.

| 2020-21 Academic Performance--GPA Objective | | | | | | |
|---|--|--|--|---|-------------------------------|------------------|
| Number of Participants Funded to Serve (excluding deceased) | Number of Participants Served (excluding deceased) | Denominator (greater of the two preceding columns) | Number of participants with GPA ≥ 2.5 | Approved objective for academic performance GPA | Actual rate for GPA objective | PE Points Earned |
| 67 | 70 | 70 | 63 | 60% | 90% | 1.5 |

PR/Award Number: P047A170474
 Grantee: Mt. San Antonio College
 State: CA
 Sector: Public Two-Year

Secondary school graduation (rigorous secondary school program of study)

The rate for secondary school graduation after having completed a rigorous secondary school program of study is defined as the percentage of current and prior-year participants, graduating from high school during the school year with a regular secondary school diploma, who complete a rigorous secondary school program of study. Deceased or permanently incapacitated individuals are not included in the calculation. For a detailed discussion of how the rate was calculated, please see "**How is the Criterion on Secondary School Graduation (Rigorous Secondary School Program of Study) Calculated?**" in the Appendix.

Note: If the project served no participants who graduated from high school during the school year with a regular diploma, a score of 0 will appear for this objective in the reporting period.

| 2020-21 Results for the Secondary School Graduation (Rigorous Secondary School Program of Study) Objective | | | | |
|---|--|--|---|------------------|
| Denominator: Current and prior participants who graduated high school during school year with a regular diploma | Numerator: Those in denominator who completed a rigorous secondary school program of study | Approved objective for secondary school graduation (rigorous program of study) | Actual rate for secondary school graduation (rigorous program of study) | PE Points Earned |
| 14 | 14 | 40% | 100% | 1.5 |