

## 2012 Annual Performance Report

Submitted: \_\_

U.S. Department of Education  
Title III - Part F - Asian American and Native American Pacific Islander-serving Institutions

### General Information

1. PR/Award #:

P382B110001

2. UNIT (NCES) ID#:

114716

3. Project Title:

IMPACT AAPI: Initiatives to Maximize Positive academic Achievement and Cultural Thriving  
Focusing on Asian American and Pacific Islander students at De Anza College

4. Grantee Name:

De Anza College/Foothill-De Anza Community College District -- Intercultural Studies  
Intercultural/International St

5. Grantee Address:

21250 Stevens Creek Blvd  
Cupertino, CA 95014

6. Project Director Name and Title:

Tom Izu, Project Director

Phone # and Ext:

(408) 864-8986

Fax #:

Email Address:

izutom@fhda.edu

### Reporting Period Information

7. Reporting Period: From: 10 / 01 / 2011 To: 09 / 30 / 2012 (mm/dd/yyyy)

Reporting detail: Year grant was awarded: 2011

Year grant is supposed to end: 2016

Total expected duration of grant (years): 5

### Performance Report Type

8. Annual X Final      Interim

**Budget Expenditures**

9. Budget Expenditures:

	<b>Federal Grant Funds</b>	<b>Non- Federal Funds (Match/Cost Share)</b>
a. Previous Budget Period	\$0.00	\$0.00
b. Current Budget Period	\$399,951.00	\$0.00
c. Entire Project Period	\$1,999,868.00	\$0.00

**Human Subjects**

10. Annual Certification of Institutional Review Board (IRB) Approval?

Yes     No     N/A

**Performance Measures Status and Certification**

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart?

Yes     No

b. If no, when will the data be available and submitted to the Department?

\_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

12. Authorized Representative

Name:	Email:
Telephone:	Date:

## Section 1: Executive Summary

The purpose of the legislation that established the Title III-A and Title III-F is to “improve the academic quality, institutional management, and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation.”

A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title III-A or Title III-F program.

1. The impact of the Title III-A or Title III-F grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

IMPACT AAPI and its “Closing the Achievement Gap among AAPI Students” Title III-F project, is definitely increasing the self-sufficiency and capacity of the institution to strengthen successful academic achievement for all of its AAPI students.

The grant initiative is known as IMPACT AAPI (Initiatives to Maximize Positive academic Achievement and Cultural Thriving focusing on Asian American and Pacific Islander students at De Anza College). The project was designed to: focus on learning communities to improve transfer pathways with emphases in opening pathways to STEM careers; develop new academic and student support strategies for the targeted student population; broaden professional development to improve AAPI student success; and increased capacity in resource development for AAPI students and programs.

In 2011-2012, the first year of the five-year project, De Anza built a strong foundation for the five-year grant and MET ALL GOALS AND OBJECTIVES FOR THE FIRST REPORTING PERIOD. During this year, the college: (1) Successfully launched its first learning community with integrated services pathway aimed at getting the target demographic through basic skills level English; (2) Prepared for launch of two additional pathways in the math and STEM areas for year 2 of the grant; (3) Introduced and trained the institution’s faculty and staff in best practices and culturally relevant pedagogy to better serve AAPI students and expanded training resources available, including new lesson plans and guides for the college’s faculty; (4) Created a three year development plan that will make help make services to AAPI students of the institution sustainable by developing alumni, business, and foundation support for the project’s work; (5) Hired a full-time counselor dedicated to the project who began developing and strengthening services.

Through all of these strategies, the project is strengthening the institution’s self-sufficiency, increasing its service capacity, and its management capabilities by connecting together various existing programs, services, and programs within the college and creating sustainable, working relations. While these relations serve to meet the immediate objectives of the grant, they also help to create a way to sustain and eventually expand the work beyond the life of the grant.

Examples of this include the project’s ground work carried out in year 1 to expand the capabilities of the institution’s Math Performance Success (MPS) program, to help it better serve AAPI students in need of basic math skills development. Related to this, the project is also working with staff of the college’s Physical Sciences, Math, and Engineering Division and to create ways in year 2 of encouraging AAPI students from economically and academically-disadvantaged backgrounds to explore STEM fields. This planning work in year 1 meant that the project was able to connect with a new pool of staff and expose them to the grant’s work and best practices in service of AAPI students.

In addition, the grant has increased the institution’s ability to train its staff in culturally relevant pedagogy for AAPI students, by adding “best practice” curriculum materials and lessons plans to its collection of staff development resources, which will continue to be utilized by staff in the years to come. Grant project staff develop increased their own knowledge and ability to propagate what they learn from the project’s work to peers by both attending and presenting at academic and professional conferences and events, including the Asian Pacific Americans in Higher Education conference held in San Francisco, CA, February 2012, and at the League for Innovation in the Community Colleges, Philadelphia, PA, March 2012. This has increased the level of expertise at the college and will not only serve to ensure the success of the remaining years of the projects work under the grant, but will also add to the long-term institutional knowledge base of the college beyond the AANAPISI grant.

Lastly, the project contributed to the institution’s fiscal stability by creating opportunities to bring together college alumni, business and community supporters, and foundation representatives who have expressed interest in supporting AAPI programs at the college, to create a three-year resource development plan. The project sponsored three focus group sessions exploring how to attract alumni and community supporters, create a sustainable network of supporters, and train them to increase the capacity to access resources for the work of the project. The resulting plan will guide work over the next three years, beginning in year 2.

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

De Anza College’s mission statement reads, “De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation, and the world. De Anza College fulfills its

mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies: Communication and expression; Information literacy; Physical/mental wellness and personal responsibility; Global, cultural, social and environmental awareness; and Critical thinking.

Since De Anza College is located in county with one of the largest percentages of AAPIs in the continental United States and serves a student population which is nearly 40% AAPI composed of more than fifteen different Asian and Pacific Islander ethnicities, ensuring that all members of this highly significant demographic group can achieve at the same level as all other educationally successful groups is integral in fulfilling the institution's mission. The AANAPISI grant project at De Anza is designed to close the achievement gaps and inequities in learning outcomes of AAPI students and help bring AAPI students up to the level of achievement De Anza College expects.

The grant project helps carry out the mission of De Anza by making best practices related to curriculum development, learning community style instruction with embedded counseling, and other ancillaries (digital learning modules) available in a culturally and socially relevant design for this particular demographic of AAPI students, and for the staff that serve them. Additionally, the "F" grant is also strengthening sustainability of this work for the institution by providing opportunities to develop fund development capabilities that will allow the campus access to resources AAPI students of the targeted demographic need including scholarships.

- B. The following information documents the institution's experience with the grant as reported during the current reporting period.

Discuss the long-range impact Title III-A or Title III-F has had on your institution's capacity to fulfill the goals of the legislation.

De Anza College serves more than 9,000 diverse Asian American and Native American Pacific Islander students - nearly 40% of the 23,000+ students attending the large community college. We have participated in the AANIPISI program since its inception.

The current AANAPISI "F" grant builds upon work completed through a previous AANAPISI grant awarded to the institution in fall 2008 (2-year grant with a 1 year extension) under the CCRA legislation. The first AANAPISI grant created an infrastructure and internal culture that supported efforts to create learning communities with integrated services as pathways for the AAPI demographic in the areas of basic reading and writing. The grant allowed us to create deep ties with the institution's Language Arts, and Intercultural Studies Division. The second "F" grant used this foundational work to develop work into new areas of the institution, most notably basic math in collaboration with the college's Math Performance Success (MPS) program, and STEM preparation. Our current project is greatly benefitting from being a "second generation" off-spring of the first grant since we have trained staff, supportive administrators, and interest established for the AANAPISI work on the campus making it easier to carry out an expanded agenda outline in the grant "F" proposal.

Importantly, Project and Institutional leadership are using this second AANAPISI to begin to more strongly connect the activities of the grant to scale-up the impact across many areas of the college. Rather than a focus on 'running a special project', the focus is to integrate success strategies across programs and delivery services.

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.

The continuing economic recession and the challenges of the California State budget crisis during the first year of the grant created a difficult environment for the project to operate, since its work is inextricably tied to existing college services and staffing levels that are in turn under bargaining unit and shared governance discipline. Budget uncertainties created a situation that hampered much of the college's operations. Most significantly, hiring freezes triggered by pending staffing reductions made it impossible to hire a full-time counselor and full time administrative support for the project until clear budget projections could determine staff rehiring and "bumping" privileges. This situation, operating without key staff, created a tremendous challenge for our program, requiring much creativity in how to best deploy what staff was available to launch our first grant sponsored course recruit and assess eligible students, and plan the launching of additional curricular pathways and sponsored courses scheduled for year 2 of the grant.

However by the end of the first year, the hiring freeze was lifted, enabling the project to hire its full-time counselor and proceed with our sponsored learning communities with integrated services. By the beginning of the second year the project was also able to hire a full-time administrative assistant allowing for full operating capacity moving forward into year 2 and beyond.

## Section 2: Enrollment by Race and Ethnicity (2-Year Institutions)

Total number of full-time and part-time degree/certificate seeking students as of October 15, 2011. [Note: This information was obtained from Part A of the most recent IPEDS Fall Enrollment Survey.]

### Enrollment by Race and Ethnicity as of October 15, 2011

Undergraduates	Total Number Enrolled			Students enrolled for credit who received Pell Grants
	Degree/certificate seeking students			
	Full-Time	Part-Time	Total	
Nonresident alien	0	0	0	0
Black, non-Hispanic	79	153	232	57
American Indian or Alaskan Native	6	19	25	4
Asian or Pacific Islander	538	717	1255	212
Hispanic	385	647	1032	185
White, non-Hispanic	266	511	777	78
Race/ethnicity unknown	20	36	56	9
<b>Grand Total</b>	<b>1294</b>	<b>2083</b>	<b>3377</b>	<b>545</b>

## Section 2: Enrollment by Age and Gender (2-Year Institutions)

Total number of undergraduate students, by age and gender, enrolled as of October 15, 2011. [Note: The information for this table was obtained from Part B of the IPEDS Fall Enrollment Survey for the most recent year available.] Because these data are taken from the IPEDS survey, the IPEDS definitions for full-time and part-time students is used.

### Enrollment by Age and Gender as of October 15, 2011

Under-grads	Total Number Enrolled				Total Students		Grand Total
	Full time		Part time		Male	Female	
Age/Gender	Male	Female	Male	Female	Male	Female	
Under 18	65	57	162	180	227	237	464
18-19	1961	1860	1271	918	3232	2778	6010
20-21	1182	977	1404	1025	2586	2002	4588
22-24	733	471	1349	1157	2082	1628	3710
25-29	353	303	1015	1119	1368	1422	2790
30-34	93	157	477	678	570	835	1405
35-39	34	68	296	507	330	575	905
40-49	40	94	422	744	462	838	1300
50-64	33	38	372	541	405	579	984
65 and over	0	1	144	168	144	169	313
Age Unknown	0	0	0	0	0	0	0
<b>Grand Total</b>	<b>4494</b>	<b>4026</b>	<b>6912</b>	<b>7037</b>	<b>11406</b>	<b>11063</b>	<b>22469</b>

## Section 2: Retention of First Year Students by Race and Ethnicity (2-Year Institutions)

Please report the percentage of first-time, full-time degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year at the same institution supported by this project.

Year	Retention Percentages				
	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	White, non-Hispanic
Retention - 2012	66	89	87	74	72

## **Section 2: Graduation of Fulltime Students by Race and Ethnicity (2-Year Institutions)**

Please report the percentage of first-time, full-time degree-seeking undergraduate students who were initially enrolled three (that is, in academic year 2008 - 2009) years from the same institution supported by this project and who graduated on or before the end of academic year 2011 - 2012 from the same institution supported by this project.

Year	Graduation Percentages				
	Black, non-Hispanic	American Indian or Alaska Native	Asian or Pacific Islander	Hispanic	White, non-Hispanic
Graduation - 2012	40	23	29	36	29



## Section 2: Awards and Degrees Conferred

The total number of awards and degrees conferred at the institution between July 1, 2011 and June 30, 2012. Note that categories for awards reflect definitions used in IPEDS.

Number of associate degrees conferred:	<u>1261</u>
Number of awards conferred for programs of less than 1 year:	<u>286</u>
Number of awards conferred for programs of at least 1 year but less than 2 years:	<u>156</u>
Total number of awards/degrees your institution conferred:	<u>1703</u>

## Section 2: Accreditation

Institution's primary accrediting agency.

- Southern Association of Colleges and Schools
- The Higher Learning Commission of the North Central Association
- New England Association of Schools and Colleges
- Middle States Association of Colleges and Schools
- Western Association of Schools and Colleges
- Northwest Association of Schools and Colleges
- Other (please specify)

## **Section 2: Costs Per Successful Outcome (GPRA Measure)**

Total federal dollars spent on your grant during the reporting period: **\$236,271.08**

Total number of degrees and certificates awarded at your institution- For academic year 2011-2012: **1,703**

Cost Per Successful Outcome: **\$138.74**

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Closing the Achievement Gap Among AAPI Students.**

Total \$ spent on this activity during the current reporting period: \$202,638.66

Focus Area: *Student Services and Outcomes*

<b>Title III Part A Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.	45,321.57	22%
Development and improvement of academic programs.	35,296.53	17%
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	17,287.02	9%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	7,608.62	4%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Academic tutoring and counseling programs and student support services.	82,874.92	41%
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	0.00	0%
Establishing or improving an endowment fund.	0.00	0%
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.	0.00	0%
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	0.00	0%
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	0.00	0%
OTHER ACTIVITIES	14,250.00	7%
<b>GRAND TOTAL</b>	<b>202,638.66</b>	<b>100%</b>

### Process Measures for “Closing the Achievement Gap Among AAPI Students.”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

**LAA Category:** *Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.*

<b>Did the number of faculty trained in educational technology increase?</b>	Yes
<i>If yes:</i> Start # of faculty trained <u>0</u> End # of faculty trained <u>251</u> Application Objective # <u>0</u>	
<b>Did the number of faculty trained in new or alternative teaching techniques increase?</b>	Yes
<i>If yes:</i> Start # of faculty trained <u>0</u> End # of faculty trained <u>360</u> Application Objective # <u>0</u>	
<b>Did the number of faculty developing new curriculum increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>10</u> Application Objective # <u>0</u>	
<b>Did the number of faculty developing new teaching techniques increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>50</u> Application Objective # <u>0</u>	
<b>Did the number of faculty receiving fellowships or other assistance to attain advanced degrees increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>13</u> Application Objective # <u>0</u>	
<b>Did the number of faculty with advanced degrees increase?</b>	No
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>0</u> Application Objective # <u>0</u>	
<b>Did the number of faculty participating in faculty exchanges increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>318</u> Application Objective # <u>0</u>	

<b>Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>0</u> End # of faculty <u>256</u> Application Objective # <u>0</u>	

**LAA Category:** *Development and improvement of academic instruction in disciplines in which Black Americans are underrepresented.*

<b>Did the number of academic courses undergoing revision increase?</b>	Yes
<i>If yes:</i> Start # of courses <u>0</u> End # of courses <u>140</u> Application Objective # <u>0</u>	
<b>Did the academic attainment of students in revised courses increase?</b>	Yes
<i>If yes, methodology used:</i> Test scores	
<b>Did the course completion rate of students in revised courses increase?</b>	Yes
<i>If yes:</i> Start % completion rate <u>0</u> End % completion rate <u>97</u> Application Objective % <u>0</u>	
<b>Did the course satisfaction rate of students in revised courses increase?</b>	Yes
<i>If yes:</i> Start % satisfaction <u>0</u> End % satisfaction <u>80</u> Application Objective % <u>0</u>	

**LAA Category:** *Purchase of library books, periodicals, and other educational materials, including telecommunications program material.*

<b>Did the number of library books increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>17</u> Application Objective <u>0</u>	
<b>Did the number of educational materials increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>11000</u> Application Objective <u>0</u>	

**LAA Category:** *Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.*

<b>Did the number of FTEs hired for improvement of funds management increase?</b>	No
<i>If yes:</i> Start FTE <u>  0  </u> End FTE <u>  0  </u> Application Objective FTE <u>  0  </u>	
<b>Were relevant staff trained in how to use new funds management systems?</b>	No
<i>If yes:</i> Start # trained staff <u>  0  </u> End # trained staff <u>  0  </u> Application Objective # <u>  0  </u>	
<b>Did the number of FTEs hired for improvement of administrative management systems increase?</b>	No
<i>If yes:</i> Start FTE <u>  0  </u> End FTE <u>  0  </u> Application Objective FTE <u>  0  </u>	
<b>Were relevant staff trained in how to use new administrative management systems?</b>	No
<i>If yes:</i> Start FTE trained <u>  0  </u> End FTE trained <u>  0  </u> Application Objective FTE <u>  0  </u>	
<b>Did you establish or enhance a funds management quality control system?</b>	No
<i>No standardized data elements</i>	
<b>Did you establish or enhance a purchasing and inventory management system?</b>	No
<i>No standardized data elements</i>	
<b>Did you establish or enhance a course scheduling system?</b>	No
<i>No standardized data elements</i>	
<b>Did you establish or enhance a student financial aid system?</b>	No
<i>No standardized data elements</i>	
<b>Did you establish or enhance an institutional research system?</b>	No
<i>No standardized data elements</i>	
<b>Did you establish or enhance an admissions or registration system?</b>	No
<i>No standardized data elements</i>	
<b>Did you establish or enhance a student tracking system?</b>	No
<i>No standardized data elements</i>	

<b>Other: Created a resource development plan to support AAPI students and programs</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>1</u> Application Objective <u>8</u>	

**LAA Category:** *Tutoring, counseling, and student service programs designed to improve academic success.*

<b>Did the number of tutors increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>249</u> Application Objective # <u>0</u>	
<b>Did the quality of tutors increase?</b>	Yes
<i>No standardized data elements</i>	
<b>Did access to tutors increase?</b>	Yes
<i>No standardized data elements</i>	
<b>Did the number of counselors increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>1</u> Application Objective # <u>0</u>	
<b>Did the number of students using tutoring services increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>93</u> Application Objective # <u>0</u>	
<b>Did the number of students using counseling services increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>5155</u> Application Objective # <u>0</u>	
<b>Did the number of students satisfied with tutoring services increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>93</u> Application Objective # <u>0</u>	
<b>Did the number of students satisfied with counseling services increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>78</u> Application Objective # <u>0</u>	



<b>Did the academic attainment of students using tutoring services increase?</b>	Yes
<i>If yes, methodology used:</i> Teacher survey Test scores	

**LAA Category:** *Other, please describe in similar detail.*

<b>Other:</b>	No
<i>If yes:</i> Start <u>  0  </u> End <u>  0  </u> Application Objective <u>  0  </u>	
<b>Other:</b>	No
<i>If yes:</i> Start <u>  0  </u> End <u>  0  </u> Application Objective <u>  0  </u>	

**Focus Area: Student Services Outcomes (2- and 4-Year Institutions)**

This section depicts institutional outcomes that can be categorized in the Student Services and Outcomes focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

<b>Has the institution's retention rate improved?</b>	Yes
Cohort: <u>2011-2012 Retention Rate</u> <i>If yes:</i> Initial rate <u>89</u> Final rate <u>90</u> Goal <u>0</u> <i>I would like to provide a brief supporting statement:</i>	
<b>Has the retention rate of students who participated in other student services programs increased?</b>	Yes
Cohort: <u>Counseling 100</u> <i>If yes:</i> Initial rate <u>83</u> Final rate <u>96</u> Goal <u>0</u> <i>I would like to provide a brief supporting statement:</i> Of the students who took COUN 100 in Summer 2010, our orientation to College course, 96% enrolled in Fall 2010, then 88% persisted to Winter 2011 and 85% to Spring 2011.	

## Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

**ACTIVITY:** Closing the Achievement Gap Among AAPI Students.

### On-Schedule Activity Objectives

English Readiness and Success

Transfer

STEM Transfer

### Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
Course Success	Our first curricular pathway for Developmental Reading and Writing with embedded counseling support, culturally relevant curriculum and utilizing a learning cohort community or "LinC model" (LART 211) was held spring 2012. Success rates for this grant sponsored course surpassed the set goal of 5% for each of the targeted groups, with the exception of the Filipino students, whose success rate remained the same as the baseline. Analysis of the course utilizing a "free write" questionnaire also demonstrated a relationship between the culturally relevant pedagogy and the achievement motivation of students who participated in the grant-sponsored course.
Math Readiness and Success	Participants in the first cohort had higher rates of participation in the college-level math courses than originally anticipated, though the cohort group number is very small resulting in percentage rates that could be higher than usual. At the end of our first year we successfully recruited faculty and students to enter in to our Math curricular pathway and provided the ability to "test" into a higher level of math course by using the "ALEKS" digital math module reviewed by our staff that allows for pre-algebra level review.
Student Engagement	In the first year of the grant, the total number of student participants in our courses was 28. Additionally, we had 44 student interns and participants in our Summer Asian Pacific American Leadership Institute (APALI) Program. Lastly, we had six AAPI students who participated in a pilot project with the ALEKS digital modules. These modules provide students the opportunity to complete a series of tutorials and tests that review basic arithmetic and geometry concepts in order to prepare them for a pre-algebra math class.
Faculty/Staff Engagement	Over 30 faculty and staff engaged in staff professional development activities during the year, including our successful "Oceans of Impact, You & Good Pedagogy" video training and discuss sessions on specific AAPI student groups. In addition, 7 staff members attended a workshop organized by the project during the college's annual "Partners in Learning" conference on the Model Minority Myth. Project staff also participated in professional and academic conferences, including the Asian Pacific Americans in Higher Education (APAHE) conference, the Association for Asian American Studies conference, and League for Innovation in the Community Colleges.
Development Capacity	The Resource Development Plan was completed through the campus based Asian Pacific American Leadership Institute (APALI). The plan is a three year capacity building plan that includes goals for strengthening APALI's operations, fundraising marketing, and leadership development plans for increasing resources available for AAPI students and services in the future. The plan includes strategies for developing and securing alumni, corporate, and foundation support. Community and campus based focus groups were used to guide the development of the plan.

## Section 4: Budget Summary

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Budget Categories	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	0.00	252146.00	141232.58	0.00	110913.42	287259.00	No
Fringe Benefits	0.00	64805.00	36557.09	0.00	28247.91	73825.00	No
Travel	0.00	7000.00	11831.12	0.00	-4831.13	5000.00	No
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	No
Supplies	0.00	500.00	17287.02	0.00	-16787.02	500.00	No
Contractual	0.00	46900.00	12295.63	0.00	34604.37	6600.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	0.00	0.00	0.00	0.00	0.00	0.00	No
Endowment	0.00	28600.00	17067.64	0.00	11532.36	26800.00	No
<b>Total</b>	<b>0.00</b>	<b>399951.00</b>	<b>236271.08</b>	<b>0.00</b>	<b>163679.91</b>	<b>399984.00</b>	

## Section 4: Budget Summary Narrative

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

1a. Have all funds that were to be drawn down during this respective performance period been drawn down? **No**

1b. If yes, please provide a description of the funds (i.e. the amount) that have not been drawn down in the G5 system, and WHY they haven't been drawn down.

All project activities are proceeding according to plan even with the modifications of the hiring schedule of personnel. De Anza College currently has carryover from the first year of the grant.

The numbers below reflect the budget expenses in Year 1 of the grant from October 1, 2011 through September 2012.

Year 1 Award: \$399,951.00  
Total Expenses: \$236,271.08  
Carryover: \$163,679.92

Budget Category: Personnel & Fringe Benefits  
Year 1 Award:  $252,146.00 + 64,805.00 = \$316,951.00$   
Total Expenses:  $141,232.58 + 36,557.09 = \$177,789.67$   
Carryover:  $110,913.42 + 28,247.91 = \$139,161.33$

Budget Category: Travel, Equipment, Supplies, Contractual, Construction & Other  
Year 1 Award:  $7,000.00 + 0 + 500.00 + 46,900.00, 28,600.00 = \$83,000.00$   
Total Expenses:  $11,831.12 + 0 + 17,287.02 + 12,295.63 + 0 + 17,067.64 = \$58,481.41$   
Carryover:  $(4,831.12) + 0 + (16,787.02) + 34,604.37 + 0 + 11,532.36 = \$24,518.59$

Explanation:

The carryover from Year 1 is largely due to the state wide budget cuts, the district human resources has placed a hold on hiring for open positions. The hiring hold resulted in the delayed hiring of the 1.0 full-time equivalent (FTE) counselor and 1.0 FTE project assistant. The California state-wide budget crisis and its impact on the college, resulted in the delayed hiring of two full-time grant staff. These two positions were filled by currently employed faculty were given faculty release time to fulfill the vacant staff positions, and with temporary employment assignments (TEA). While the 1.0 FTE counselor and 1.0 FTE project assistant were originally scheduled to be hired in October 2011, the college did not employ the counselor until August 2012 and the college did not employ a project assistant until October 2012. Additionally, and also due to the state-wide budget crisis and its impact on the college, the grant has experienced restrictions in amount of salary (faculty additional pay and class released time) paid to faculty for coordination and curriculum development.

2a. Have your project activities had to be modified? **No**

2b. If YES, please describe any significant changes to your budget resulting from modification of project activities.

n/a

3a. Did you have any unexpended funds at the end of the performance period? **Yes**

3b. If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.

All project activities are proceeding according to plan even with the modifications of the hiring schedule of personnel. De Anza College currently has carryover from the first year of the grant.

The carryover in the amount of \$163,679.92 from the first year was largely due to the district human resources hold on hiring for open positions. The hiring hold resulted in the delayed hiring of the 1.0 full-time equivalent (FTE) counselor and 1.0 FTE project assistant. The California state-wide budget crisis and its impact on the college, resulted in the delayed hiring of two full-time grant staff. These two positions were filled by currently employed faculty were given faculty release time to fulfill the vacant staff positions, and with temporary employment assignments (TEA). While the 1.0 FTE counselor and 1.0 FTE project assistant were originally scheduled to be hired in October 2011, the college did not employ the counselor until August 2012 and the college did not employ a project assistant until October 2012. Additionally, and also due to the state-

wide budget crisis and its impact on the college, the grant has experienced restrictions in amount of salary (faculty additional pay and class released time) paid to faculty for coordination and curriculum development.

The monies that have been freed up by the delayed hiring of the counselor and the program assistant, and restrictions on additional pay/class released time for faculty total approximately \$163,679.92. The grant did the following with those monies:

- Started a book & calculator-borrowing program, which provided students in IMPACT AAPI courses with the required book/calculator materials for the quarter.
- Collaborated with the Youth Leadership Academy of the Asian Pacific American Leadership Institute (APALI) to train mentor interns to work in the classroom and support targeted AANAPI student populations enrolled in the summer learning community class.
- Sponsored IMPACT AAPI staff and faculty conference travel to the following API focused conferences: 3 staff to the League of Innovation Conference, 3 staff to Asian Pacific American Higher Education (APAHE) Conference, and 6 staff to Association of Asian American Studies (AAAS) Conference.

Spending Plan for Year 2:

2012-2013 budget is basically consistent with the initially approved budget. Budget notes:

- Vacant positions which caused the unspent monies in Year 1 have been filled, FTE project assistant
- Continuation of the book and calculator-borrowing program begun in Year 1.

**Additional Information**

1a. Is this a cooperative arrangement grant? **No** Please continue to question 3a.

1b. If yes, describe the type of cooperative arrangement you are in.

2a. Please complete the table below with information related to any partners that you might be working with on your grant.

Partner Name	Description of Partner's role
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2b. In the space below, please describe if and how partners have changed or been added during the reporting period. If partners changed, describe whether this impacted your ability to achieve your approved project objectives and/or project activities.

Partner's name whose role has changed	How their role has changed	What if any impact this has had on your ability to achieve approved project objectives/activities
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3a. Do you wish to make any changes in the grant's activities for the next budget period? **No**

3b. 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.*)

n/a

4a. Were there any changes to key personnel during this reporting period? **No**

4b. If yes, did you receive approval from your Program Officer? **No**

*(\*If no, you were supposed to and you should contact your program officer)*

5. Have you met your goals and objectives as outlined in your approved activities for this reporting period? Yes, No, or partially. **Yes**

If no, please explain.

n/a

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

n/a