

## 2013 Annual Performance Report

Submitted: 1-21-2014

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

Email Address:

izutom@fhda.edu

7. Reporting Period: From: 10 / 01 / 2012 To: 09 / 30 / 2013 (mm/dd/yyyy)

Reporting detail: Year grant was awarded: 2011

Year grant is supposed to end: 2016

Total expected duration of grant (years): 5

8. Authorized Representative

Name: Dr. Brian Murphy	Email: murphybrian@deanza.edu
Telephone: 408-864-8705	Date: 01/21/2014

## Section 1: Executive Summary

The purpose of the legislation that established the Title III-A and 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 - Part F program.

1. The impact of the Title III - Part 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, continues to increase 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 increase capacity in resource development for AAPI students and programs.

In 2012-2013, the Second year of the five-year project, De Anza built upon the foundation created by the successful work completed in its first year of the five-year grant and MET ALL GOALS AND OBJECTIVES FOR THE SECOND REPORTING PERIOD.

**STRONG PROGRESS IN ACTIVITY STRATEGIES:** During this year, the college: (1) Expanded successfully its learning community with integrated services pathway aimed at getting the target demographic through basic skills level English; (2) Launched two additional pathways in the math and STEM areas; (3) Continued to introduce and train the institution’s faculty and staff in best practices and culturally relevant pedagogy to better serve AAPI students and expanded training resources; (4) Prepared to launch a peer mentor support program as part of the integrated services offered within the learning community pathways for year 3 of the grant (5) Completed planning for a 1 unit “AAPI student success” course to be offered in year 3 of the grant, that will introduce students to campus services, facilitate completion of the educational planning process, and introduce them to STEM related career opportunities; (6) Recruited a “STEM liaison” faculty member to coordinate the outreach, training and integration of STEM faculty into the project in year 3 to teach satellite introductory STEM related courses; (7) Expanded its database of potential donors from alumni, businesses and foundations to build long-term sustainability for services aimed at AAPI students in accordance with the development plan completed in year 1 of the grant.

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 pave the 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 2 to expand the capabilities of the institution’s STEM related work into year 3. The project is establishing a core of STEM faculty interested in devising ways to encourage and sustain interest of AAPI students from economically and academically-disadvantaged backgrounds in STEM fields and course work. This will allow the institution the creativity and flexibility it will need to keep up with student needs in this important area and respond to the national call to increase the number of AAPI and underrepresented students majoring in STEM fields.

**SIGNIFICANT CONTRIBUTION TO PROFESSIONAL DEVELOPMENT:** In addition, the grant has increased the large institution’s ability to train its staff in culturally relevant pedagogy for AAPI students, as more faculty are exposed to the work of the grant and benefit from “best practice” curriculum materials and lessons plans in its collection of staff development resources. Related to this, project staff 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, April 2013, the American Educational Research Association conference, April 2013, and the Asian Pacific Islander American Scholarship Fund Higher Education Summit in Washington D.C., June 2013. In addition, faculty participation in The ACE Faculty Experiential Learning Institute (FELI) have been introduced to more than fifty exercises and activities designed to increase learning and authentic communication in their classrooms. These activities include but are not limited to large group discussion, small group sharing and presentations, movement activities, role-playing and reflection. ACE structures the activities to create a community of learners, and asks that all attendees be prepared to participate fully as active learners. These professional development opportunities have 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.

**AAPI FOCUS IN RESOURCE DEVELOPMENT CAPACITY:** Lastly, the project continues to contribute 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, through the three-

year resource development plan created during the first year of the grant. The project increased its database of potential supporters and trained volunteers to assist with resource development in support of AAPI students.

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 a county with one of the largest percentages of AAPIs in the continental United States and serves a student population which is nearly 43% 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 developing best practices related to curriculum and 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 increase fund development capabilities that will allow the campus access to resources that 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 - Part 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 – about 43% of the 22,000+ students attending the large community college. We have participated in the AANAPISI 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 more strongly connect the activities of the grant to scale-up the impact across many areas of the college. Rather than just "running a special project", the focus is to integrate success strategies across programs and delivery services.

Prior to participation in AANAPISI funding, the college was the recipient of a Title III Part A grant. We can document post-grant continuation of many new practices which were been developed or expanded via that Title III. Including: Prior to participation in AANAPISI funding, the college was the recipient of a Title III Part A grant. We can document post-grant continuation of many new practices which were developed or expanded via that Title III Part A grant including: a more effective Student Success Center in relation to Language Arts and Math tutoring; expansion of professional development in the basic skills; and expansion of learning communities in both Language Arts and Math.

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.

Throughout the reporting period, we continued to feel the effects of the economic recession and severe budget cuts faced by California's higher education system. Since our work for the grant is inextricably tied to existing college services and staffing levels that are in turn under bargaining unit and shared governance discipline, our ability to hire and retain staff were directly impacted by staffing reductions and hiring freezes. Specifically, internal rehiring by seniority and "bumping" privileges hampered our ability to retain and hire full-time administrative support for our grant work. We had three, different staff assistants in succession throughout the reporting period, with one being a temporary hire, and with the final assistant "bumping" into the position near the end of the reporting period. In addition when we determined we needed an additional half-time counselor to assist with the Math Performance Success program, this situation made it difficult to hire expediently. Overall, managing the project was challenging while simultaneously trying to expand its scale.

For example, as we tried to scale-up up our successful learning community and integrated support models, especially those oriented around year long sequential course work, and those requiring additional staff time (i.e. embedded counseling services),we had difficulties maintaining the necessary support for recruiting and retaining students without consistent and ongoing administrative and counseling staff support in place.

With the stabilization of the California State budget by the end of 2012-2013 academic year, De Anza now has a positive financial projection for the institution clear of future staff reductions. We have some measure of stability in administrative staffing and look forward to a positive outcome with the hire of an additional half-time counselor.

## **Section 2: Institutional Profile**

(IPEDS information is not included in the APR).

### **Accreditation**

Institution's primary accrediting agency.

Western Association of Schools and Colleges

### 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: \$268,516.18

Focus Area: *Student Services and Outcomes*

<b>Title III Part A Legislative Allowable Activities</b> [Note: All listed activities are directly from the legislation.]	<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.	9,298.33	3
Development and improvement of academic programs.	86,809.51	32
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	36,535.21	14
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	23,818.26	9
Joint use of facilities, such as laboratories and libraries.	0.00	0
Academic tutoring and counseling programs and student support services.	110,749.98	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.	1,304.89	0
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	0.00	0
OTHER ACTIVITIES	0.00	0
<b>GRAND TOTAL</b>	<b>268,516.18</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>251</u> End # of faculty trained <u>298</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>360</u> End # of faculty trained <u>372</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>14</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>50</u> End # of faculty <u>157</u> Application Objective # <u>0</u>	
<b>Did the number of faculty receiving fellowships or other assistance to attain advanced degrees increase?</b>	No
<i>If yes:</i> Start # of faculty <u>13</u> End # of faculty <u>0</u> Application Objective # <u>0</u>	
<b>Did the number of faculty participating in faculty exchanges increase?</b>	No
<i>If yes:</i> Start # of faculty <u>318</u> End # of faculty <u>308</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>256</u> End # of faculty <u>333</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>140</u> End # of courses <u>152</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>97.00</u> End % completion rate <u>97.00</u> Application Objective % <u>0.00</u>	
<b>Did the course satisfaction rate of students in revised courses increase?</b>	Yes
<i>If yes:</i> Start % satisfaction <u>80.00</u> End % satisfaction <u>93.00</u> Application Objective % <u>0.00</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>17</u> End # <u>220</u> Application Objective <u>0</u>	
<b>Did the number of educational materials increase?</b>	No
<i>If yes:</i> Start # <u>11000</u> End # <u>1000</u> Application Objective <u>0</u>	

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

<b>Did you establish or enhance an institutional research system?</b>	Yes
<i>No standardized data elements</i>	



<b>Other: Increase resource development database of potential supporters</b>	Yes
<i>If yes:</i> Start <u>382</u> End <u>776</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>249</u> End # <u>254</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>1</u> End # <u>1</u> Application Objective # <u>1</u>	
<b>Did the number of students using counseling services increase?</b>	Yes
<i>If yes:</i> Start # <u>5155</u> End # <u>5496</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>396</u> End # <u>493</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>78</u> End # <u>143</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 Class observation	

<b>Did the course completion rate of students using counseling services increase?</b>	Yes
<i>If yes:</i> Start % completion <u>0</u> End % completion <u>80</u> Application Objective % <u>0</u>	

**LAA Category:** *Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.*

<b>Did the grant contribute to research and data collection efforts for Asian American and Native American Pacific Islander populations and subpopulations?</b>	Yes
<i>If yes:</i> List the various research and data collection efforts for Asian American and Native American Pacific Islander populations and subpopulations undertaken as a result of the grant. <ol style="list-style-type: none"> <li>1. <u>Course survey</u></li> <li>2. <u>Disaggregating data using stepwise segmentation or ethnicity reporting</u></li> <li>3. <u>Disaggregating Filipino/Pacific Islander and Southeast Asian groups</u></li> <li>4. <u>Tracking AAPI students in funded courses</u></li> <li>5. <u>Disaggregating data into 13 Asian categories for recruitment, tracking, and reporting</u></li> </ol> <p><i>I would like to provide a brief supporting statement:</i>          DeAnza College implemented, in fall 2011, a stepwise segmentation methodology based on the strategic planning efforts of the college which focus on underserved student populations. The stepwise segmentation gives priority to 1) Latinos 2) African Americans and 3) Filipinos (in this order, based on their population). For example, if a student selects Hispanic: Mexican and African American, they will be grouped as Hispanic. The new categorization allows students to also choose from 13 different Asian categories. This allows us to look at students within the Asian category opposed to all students lumped into one group with different educational needs.</p>	
<b>Other: Partnership with the National Commission on Asian American and Pacific Islander Research in Education (CARE)</b>	Yes
<p><i>I would like to provide a brief supporting statement:</i>          Over the past year De Anza College has continued a partnership with the National Commission on Asian American and Pacific Islander Research in Education (CARE) housed at New York University and lead by Dr. Robert Teranishi. As a partner in the PEER project (Partnership for Equity in Education through Research), De Anza and PEER are exploring ways to realize the full degree-earning potential of AAPI students. The project focuses on helping to ensure that past access and success challenges experienced by the AAPI student population do not continue. De Anza works closely with PEER researchers to provide data, analyze the data and report on the results, as well as turning the results into action.</p>	
<b>Other: Partnership with the Asian &amp; Pacific Islander American Scholarship Fund (APIASF)</b>	Yes
<p><i>I would like to provide a brief supporting statement:</i>          Over the past year De Anza College has continued a partnership with the Asian &amp; Pacific Islander American Scholarship Fund (APIASF), dozens of students at our college have received scholarships to help fund their education. These students are also part of a larger research agenda to better understand the power of providing financial support to AAPI populations.</p>	

## Focus Area: Student Services Outcomes

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>All students enrolled in Fall 2012 and Fall 2013</u> <i>If yes:</i> Initial rate <u>88.11</u> Final rate <u>88.88</u> Goal <u>0</u> <i>I would like to provide a brief supporting statement:</i> All students who received a grade in each full quarter who did not withdraw from a course.	
<b>Has the average number of credits completed by students increased?</b>	Yes
Cohort: <u>All students enrolled in Fall 2012 and Fall 2013</u> <i>If yes:</i> Initial # <u>7.54</u> Final # <u>7.64</u> Goal <u>0</u> <i>I would like to provide a brief supporting statement:</i>	
<b>Has the average GPA of students increased?</b>	No
Cohort: <u>_</u> <i>If yes:</i> Initial GPA <u>0</u> Final GPA <u>0</u> Goal <u>0</u> <i>I would like to provide a brief supporting statement:</i>	
<b>Has the number of students continuing to further postsecondary education increased?</b>	No
Cohort: <u>_</u> <i>If yes:</i> Initial # <u>0</u> Final # <u>0</u> Goal <u>0</u> <i>I would like to provide a brief supporting statement:</i>	

## 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

Objective #5: Transfer By June 2016, there will be an increase of 20% in the number of students in targeted AAPI groups tracked as having transferred to four-year colleges and universities (including private, out-of-state, and technical college and universities), compared to the 2009 CPEC baseline of 709 transfer to UC and CSU.

Objective #6: STEM Transfer By June 2016, there will be an increase of 20% in the number of students in targeted AAPI groups tracked as having transferred to four-year colleges and universities (including private, out-of-state, and technical college and universities), compared to the 2009 CPEC baseline of 709 transfer to UC and CSU.

#### 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
Objective #1: Course Success AAPI students from lower achievement AAPI groups who participate in grant-sponsored learning communities will have course success rates in those classes at least five percentage points higher than the 2009 baselines of course success rates as indicated: Year 2 goals- Filipino 76%, Cambodian 74%, Hawaiian 71%, Other Pacific Islander, 69%, Samoan 66%, and Laotian 57%.	OBJECTIVE MET, ANNUAL TARGETS EXCEEDED. for all groups persistence rates were over 80% with success rates at 75% for Cambodians, 100% for Hawaiians, 72% for Other Pacific Islanders, and 88% for Laotians. For Filipinos we had a 66% success rate, lower than our goal and will be specifically targeting this group by increasing staff development materials for our faculty. We did not have sufficient numbers of Samoans to measure success rates in our courses.
Objective #2: English Readiness and Success During the five-year project, students from targeted AAPI groups who participate in grant-sponsored English learning communities or use digital modules (for English skills reinforcement) or have CSLs will progress to successful completion of college-level English at rates of 25% higher than the Fall 2009- Winter 2010 baselines. Goals are: Filipinos 43%, South East Asians 44%, Pacific Islanders 54%.	OBJECTIVE MET, ANNUAL TARGETS EXCEEDED. In Year 2, success rates were, 57% for Filipinos with persistence rate of 80%, 80% for Southeast Asians with an 89% persistence rate, 75% for Pacific Islanders with a persistence rate of 88%.
Objective #3: Math Readiness and Success During the five-year project, students from targeted AAPI groups who participate in grant sponsored math learning communities or MPS sections or used digital modules (for math skills reinforcement) will progress to successful completion of college-level math at rates 25% higher than the baselines. Goals are Filipinos 44%, Pacific Islanders 41%, Southeast Asians 33%.	OBJECTIVE MET, ANNUAL TARGETS EXCEEDED. except for Pacific Islanders (no participants in course pathways): Participants in Year 2 Math programs for the grant had success rates of: Filipinos – 50%, with persistence rate of 100%, South East Asian 60% with persistence rate of 160%.
Objective #4: Student Engagement During the five-year project, there will be a cumulative increase each year in the number of students who participate in the activities developed and implemented through the grant, including the learning communities, digital modules, and integrated support services. YEAR 2: At Least 140	OBJECTIVE MET, ANNUAL TARGETS EXCEEDED. In the second year of the grant, the total number of student participants in our courses was 200. In addition, we had 45 students successfully take part in a scholarship program in collaboration with the Asian Pacific American Islander Scholarship Fund.
Objective #7: Faculty/Staff Engagement During the five-year project, there will be a cumulative increase each year in the number of faculty/staff who participate in grant-supported activities, such as teaching in the transfer pathways, using digital modules in class, and attending professional development (i.e., training, workshops) on culturally responsive teaching/learning, and service delivery. YEAR 2: Headcount of at least 20 faculty/staff	COMPLETED, ANNUAL TARGETS EXCEEDED. Over 45 faculty and staff engaged in staff professional development activities during the year, including our faculty inquiry groups, Partners in Learning conference, APAHE and APIASF Higher Education Summit and FELI training.

Activity Objective(s)	Evidence of Completion
<p>Objective #8: Development Capacity            During the five-year project, the college will expand its basic resource development capacity through the campus-based Asian Pacific American Leadership Institute (APALI) to raise scholarship and AAPI program funds from external sources. Measures for increased AAPI resource development capacity will entail the following:</p> <p>YEAR 2: 2x increase in database of potential donors, including prospects for support of AAPI programs and students</p>	<p>OBJECTIVE MET. Our work through the Asian Pacific American Leadership Institute (APALI) successfully doubled their database of potential donors who are likely to support resource development activities on behalf of AAPI students at De Anza College. APALI, following the resource development plan developed in Year 1, was able to increase its alumni, business, high tech corporate and public official donors.</p>

## 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	110913.42	303459.00	262756.33	0.00	40702.67	351459.00	No
Fringe Benefits	28247.91	73825.00	62400.17	0.00	11424.83	75162.00	No
Travel	-5455.16	14000.00	9298.33	0.00	4701.67	14200.00	No
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	No
Supplies	-17350.44	38684.00	27827.53	0.00	10856.47	10197.00	No
Contractual	18854.37	10600.00	21050.00	0.00	-10450.00	3350.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	28469.82	31800.00	295.00	0.00	31505.00	25500.00	No
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
<b>Total</b>	<b>163679.92</b>	<b>472368.00</b>	<b>383627.36</b>	<b>0.00</b>	<b>88740.64</b>	<b>479868.00</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 no, 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.

### BUDGET NOTES FOR EXPENDITURES DURING REPORTING PERIOD:

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 \$252,420.56. Within the approved scope of activities and objectives, the grant expended some of the unused personnel funds in the following:

- Vacant positions which caused the unspent monies in Year 1 have been filled, 1.0 FTE Counselor and 1.0 FTE Project Assistant;
- Additional FTE for counseling in Math and Language Arts pathways;
- Additional salary for grant project director, curriculum lead, and counselor for Summer program planning and student intake;
- Additional contractual and technical services for student focused video project accompanied by curriculum;
- Purchase of technology for grant administration and student projects for Math and Language Arts pathways;
- Stipends to support Math and Performance and Success (MPS) Faculty exchange focused on student success and culturally responsive teaching;
- 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 professional development to the following AAPI focused conferences: Research and Planning Group's Strengthening Student Success, League of Innovation Conference, Asian Pacific American Higher Education (APAHE) Conference, and Association of Asian American Studies (AAAS) Conference;
- Sponsored IMPACT AAPI staff and professional development to the following faculty learning and curriculum development institutes: Learning in Communities Summer Institute and Academy for College Excellence's Faculty Experiential Learning Institute.

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.

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.

Amount of Carryover: \$163,679.92 + \$88,740.64 = \$252,420.56.

### EXPLANATION FOR CARRYOVER:

All project activities are proceeding according to plan even with the modifications of the hiring schedule of personnel. De Anza College currently has carryover of \$252,420.56.

The carryover is largely due to the statewide budget cuts and the layoffs that occurred between 2011-2012 and 2012-2013 academic years, which triggered near paralysis in hiring and personnel assignment processes. As reported for Year 1, the district human resources had delayed the hiring of 1.0 FTE project assistant. When we finally hired a full-time project assistant, the employee resigned from the position and we were forced to return to temporary support. We also had savings in personnel due the resignation of the faculty member assigned to carry out the digital modules project and the college's additional pay policy that limits faculty pay for special project work to \$5,000 per quarter. This decrease in labor expense

was coupled with additional funds from the supplemental GAN. However, by end of year 2, we regained stable project assistant support through a “seniority bumping” caused by a previous lay-off.

**SPENDING PLAN FOR YEAR 3 – INCLUDING PLAN FOR SPENDING CARRYOVER FUNDS:**

2013-2014 budget is basically consistent with the initially approved budget, with the addition of a solid plan for spending the carryover funds. The college intends to be fully caught up on the spending curve by the next annual report. Budget notes for drawing down unspent monies:

- Hiring of .5 FTE Counselor for Math/STEM pathways;
- Additional FTE for Counseling in Language Arts pathway;
- Release time for faculty coordination of IMPACT AAPI Peer Mentor Program;
- Hiring of student peer mentors;
- Additional release time for Curriculum Lead to develop student success class focused on career planning;
- Release time for STEM pathway faculty liaison;
- Stipends for faculty developing curriculum in STEM pathway;
- Stipends to for faculty exchanges in Math and Performance and Success (MPS);
- Continuation of the book and calculator-borrowing program begun in Year 1;
- Expansion of educational materials for IMPACT AAPI Resource Library;
- Purchase of technology for student projects in Impact AAPI Language Arts and Math pathways;
- Additional salary for grant project director, project assistant, curriculum lead, and counselors for Summer planning and student intake;
- Additional contractual and technical services for research on Filipino students;
- Additional contractual and technical services for video production of AAPI student and community stories and curriculum;
- Additional contractual and technical services for career resource development for targeted AAPI students;
- Collaboration with the Institute of Community and Civic Engagement to increase leadership development for targeted AAPI students;
- Sponsorship of IMPACT AAPI staff and faculty professional development to the following conferences: RP Group’s Strengthening Student Success, League of Innovation STEM, Association of American Colleges and Universities STEM, Asian Pacific American Higher Education, and Association of Asian American Studies; Filipino American National Historical Society, On Course, and Learning and the Brain.
- Sponsorship of IMPACT AAPI staff and professional development to the following faculty institutes: Learning in Communities Summer Institute, Academy for College Excellence’s Faculty Experiential Learning Institute, and the Education, Excellence, and Equity Program (E3);
- Sponsorship of De Anza AAPI student conferences;
- Collaboration with AAPI community partners in Santa Clara County.

**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.*)

4a. Were there any changes to key personnel during this reporting period? **Yes**

4b. If yes, did you receive approval from your Program Officer? **Yes**

*(\*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.

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;