

2011 Annual Performance Report

Submitted: _____

El Camino College

Name of College/University

P031S100045

PR Award Number

113980

Unit Identification

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Title V, Part A, Hispanic-Serving Institutions

Department of Education Grant Program

2-year Public

Type and Control of Institution

First year

Grant Year

Branch Campus Reporting IPEDS Data for Individual Campus:

No Yes Not applicable

Partnering institution(s) (if applicable)

Section 1: Executive Summary

The purpose of the legislation that established the Title V program is to “expand educational opportunities for, and improve the academic attainment of Hispanic students; and expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary education.”

- A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title V program.
1. The impact of the Title V grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

The legislated goals of the Hispanic-Serving Institutions (HSI) Program are to assist colleges to expand educational opportunities for and improve the attainment of Hispanic students. The El Camino College (ECC) Title V project is designed to strengthen ECC programs and services that directly impact students -"especially Hispanic students"- ability to complete gateway English and mathematics courses and other requirements necessary to graduate with an associate degree and/or become transfer prepared. The project responds to Invitational Priority 1: SUPPORT ACTIVITIES THAT WILL IMPROVE THE INSTITUTION’S PERSISTENCE AND GRADUATION RATES.

To address identified gaps that prevent more ECC students (particularly minority and low-income students) from achieving an associate’s degree, the project includes the following three components: 1.) Get Ready – Strengthening student, faculty, institutional and community readiness for the pursuit of the associate’s degree 2.) Get Set – Strengthening student learning and faculty teaching in pre-collegiate essential gateway courses in reading, writing, mathematics; and 3.) Go for the Associate’s Degree – Getting students across the finish line to complete degrees, certificates and transfer requirements.

For Grant Year One of October 1, 2010 thru September 30, 2011 the project has continued to make progress in addressing the identified gaps by implementing the activities reported under the six objectives highlighted below:

Objective one is to increase the percentage of students enrolled in developmental-level courses one level below college-level who enroll and successfully complete college-level English and mathematics courses within two years. Targets for Hispanics in Reading, Writing and Mathematics were not only met, but exceed. Actual data shows that 51.6 percent completed Reading courses, (an increase of 2.4 percent from the target of 50 percent), 44.7 percent completed Writing courses (an increase of 17.6 percent from our Fall 2011 target of 38 percent), and 26.3 percent completed college level Mathematic courses (an increase of 14.3 percent from target goal of 23 percent). We are on track to meet our 2012 through 2015 targets.

Objective two is to increase the percentage of students who achieve “Transfer Directed” status (students successfully completed both transfer-level Math AND English courses within three years of enrollment). Actual data shows that non underrepresented minority students “Transfer Directed” status increase to 35 percent, exceeding our Fall 2011 target goal of 27 percent, resulting in a 30 percent increase overall. We also had success with exceeding our targets with our Hispanic students who achieved Transfer Directed Status to 21 percent, which is an increase of 16.7 percent form our target of 18 percent.

Objective three is to increase the percentage of students who achieve “Transfer Prepared” status (student successfully completes both 60 UC/CSU transferable units and has a GPA of 2.0 or higher).

Objective four is to increase the percentage of first-time/full-time, degree-seeking freshman students who graduate with an associate’s degree within three years of enrollment from Fall 2009 baseline of 27 percent to 28 percent by Fall 2011. We exceeded this target to 29 percent (a 3.6 percent increase) for non-underrepresented minority students. Our target for Hispanic students who were first-full-time, degree seeking freshman who graduated with an associate degree within three years of enrollment of 17 percent was also exceed in Fall 2011 to 18 percent (a 5.9 percent increase).

Objective five is to increase the number of full and part-time faculty who participate in Learning Teams/Cohorts (LTC). Currently Learning Teams and professional development has begun an academic culture transformation with strong faculty interest and support. LTCs are a proven vehicle of translating traditional professional development into pedagogical practice. Changes in pedagogy, teaching methods, inclusion of non-academic skill building will be implemented and sustained via LTCs. Both the Humanities and mathematics part-time faculty participating in LTC targets have been met, while we have exceeded our targets for the Humanities by 70 percent (target was 10 full-time faculty and we had 17 full-time faculty) and Mathematics full-time faculty increased by 63 percent (target was 8 full-time faculty and we had 13 full-time faculty).

In 2012, El Camino College will host the Summer Institute for Developmental Education (SIDE). Twenty-four Math and English instructors will spend one week exploring Developmental Education (DE) and Basic Skills instruction. Workshops will include hands-on learning opportunities, and they will be led by our two trained Kellogg Institute faculty.

Moreover, participants will sustain their involvement during the Fall 2012 semester by participating in peer observations and three required follow-up meetings. By the end of the program, instructors will be versed in theories and best practices in DE and experienced in conducting student-centered classrooms and alternative assessments that appeal to a variety of learning styles

And finally objective six is to increase the number of students who have online educational plans. We have also exceeded our goal target of 3,000 educational plans by 37 percent with our actual educational plans totaling 4,098 this Fall 2011.

Overall, the El Camino College Improving Graduation and Completion Rates grant project continues to make progress toward meeting our goals and objectives. We are confident that by continuing to follow through with component activities and updating our current strategies that we will be able to make a significant contribution toward improving the institution's persistence and graduation rates.

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

Improving Graduation and Completion Rates (IGCR) has carried out the mission of El Camino College by aligning our goals, objectives and activities with the Institutions' Strategic Initiatives (i.e., A-F) Plan for 2011-2014, which support the activities necessary to improve the college's persistence and graduation rates. The issue of low completion and graduation rates, especially among Latino students, originally emerged out of the planning processes as the college's top priority, and during the first grant year, we have carried out efforts that address this issue.

Strategic Initiative "A" of the institution is to "Enhance teaching to support student learning using a variety of instructional methods and services." To this end, IGCR has incorporated faculty Learning Teams for the Humanities and Mathematics divisions which have begun to transform teaching culture at the college. Through explorations of new teaching techniques that promote assessment and reflection on the part of faculty, students benefit in the classroom. For example, Mathematics faculty worked closely with Human Development faculty to incorporate more holistic skill building into students' math instruction. To strengthen the Learning Team goals, two faculty members received training at the Kellogg Institute, one of the nation's best training programs for developmental educators. The two trained and certified faculty will be responsible for designing and implementing the first Summer Institute of Developmental Education (SIDE) on campus in summer 2012 to expand this unique professional development opportunity to more faculty and consequently promote better student learning in the classrooms.

"Strengthening quality educational and support services to promote student success" is El Camino College's Strategic Initiative "B." Several activities of the grant have indeed strengthened the college's educational and student support services, including our Accelerated English Courses; better assessment and placement processes for students entering the college; a new Reading Success Center for those needing additional faculty support with reading and writing; and enhancements in tutoring and counseling services such as the availability of more tutors and better services online for students seeking academic counseling. Additionally, we have launched a video and marketing campaign to promote the pursuit of the Associate Degree and to make these student support services better known to students.

Other highlights include our current implementation of "CashCourse," a web-based Financial Literacy Resource endorsed by faculty and students, which specifically targets community college students. "CashCourse" is a free, customized, easy-to-use website that covers money management basics and provides financial planning resources on topics such as budgeting, saving, managing debit/credit cards, eating healthy on a budget, paying for college, employment, and preventing identity theft. Students can search and utilize a comprehensive online tool to improve their money management skills, thus enhancing their retention rate

Strategic Initiative "E" is to "Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation." Our assessment achievements for grant year one include investigating various computerized placement tests, developing a survey of English faculty to gauge the accuracy of the instrument currently used for placement into writing courses, the Sentence Skills portion of the Accuplacer. Institutional Research assisted with the study, which revealed that the cut scores applied by Accuplacer are doing a fairly good job of discerning between prepared and underprepared students. The faculty's assessment of the accuracy placement for English A (Writing the College Essay) students was 77 percent; in fact, it exceeds the recommended 75 percent level in the Standards for Test Validations published by the Chancellor's Office.

The Testing & Education Center is an all-encompassing, one-stop online resource providing access to vast amounts of information from preparing high school students for their entrance and exit exams to preparing for graduate school, career programs and beyond. Students work through the online modules at their own pace and learn immediately what areas will require further study. These efforts strengthen the process by which our students select courses, prepare for the pursue of an Associate Degree, and/or pursue transfer to achieve a baccalaureate degree.

Another initiative of the institution, Strategic Initiative “F” is to “Support facility and technology improvements to meet the needs of students, employees, and the community.” To date, we have made technology improvements via our counseling services available online to students including Degree Audit, a web-based program that allows students to see how many requirements they have met for their major and generates a list of courses are still needed to complete their major/degree; and Course Planner uses Degree Audit to show the student which courses are needed and assists the student by asking them which term they wish to take the courses required by the degree. Counselors have the ability to review and add or change the courses planned by the student. Counselor approved courses automatically populate the student’s educational plan, which the student can use the plan to register for classes. Other technology improvements include a math placement test preparation software called MyMathTest.com, and the Inspiration Reading software program used in the new Reading Success Center, which enables users to graphically organize their thoughts by creating “concept maps” for readings and visually communicate concepts to strengthen understanding thus improving retention rates in reading courses.

Overall, IGCR Project strengthens ECC programs and provides services that directly impact students’ -- especially Hispanic students’ -- ability to complete gateway English and mathematics courses and other requirements necessary to graduate with an Associate Degree and/or become transfer prepared.

- 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 V has had on your institution's capacity to fulfill the goals of the legislation.

FIRST YEAR EXPERIENCE PROGRAM (FYE) providing academic and non-academic support to first year ECC students. It includes specialized counseling, Learning Communities and Supplemental Instruction. The program has a 90% retention compared to 73% for non-FYE students.

PROGRAM FOR FUTURE TEACHERS: Teacher Education Program (TEP) a highly coordinated program for future pre-school and elementary school teachers, which received two statewide awards: Creating the Future Award from the Community College League of California and Outstanding Program award Honorable Mention from the California Community College Association of Occupational Education. This program was initially created in a Title V cooperative arrangement project with California State University, Dominguez Hills. The program laid the groundwork and earned a solid reputation for ECC as a place to attend if you were interested in being a teacher.

SUPPLEMENTAL INSTRUCTION (SI) PROGRAM: SI is one of the most highly researched and documented success improvement strategies in higher education. Via Title V, El Camino College developed, piloted, and then institutionalized a large SI program positively impacting many areas of the curriculum.

IMPROVED RESOURCE DEVELOPMENT CAPACITY: With support from Title V, ECC significantly revitalized the college foundations into an active, vital organization. Currently the foundations of these raise money for student scholarships, supports faculty development, and other special efforts directed at improving educational services for students. In addition, as part of a prior Title V grant, initial capacity and training to implement successful revenue-generating contract and community education programs were developed.

MATH COURSE & FACULTY COHORTS: Title V funded a cooperative with Santa Monica College for mathematics instructors to implement a Course/Faculty Cohort model, which developed a math lab, trained faculty, developed Math/English Learning Communities, and infused an effective use of technology into mathematics instruction.

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

While there are many successful outcomes as a result of this grant that affect for better its capacity to fulfill the goals of the legislation, we would like to highlight two planned activities that have demonstrated immediate improvements toward strengthening ECC programs and services that directly impact students: 1.) the new Reading Success Center and 2.) Implementation of Degree Audit. These activities demonstrate unexpected outcomes because they have exceeded our expectations in their efficacy and have reached a wider audience more quickly than originally anticipated.

(1) EXCEPTIONALLY POSITIVE START FOR READING CENTER. The new Reading Success Center opened its doors this Fall 2011 and celebrated a successful Open House with over 150 faculty and staff members in attendance. During the Open House, visitors learned about the services offered trained tutors who provide one-on-one assistance to students in an effort to improve their reading skills and discovered the various online software programs available.

Tutors are trained in numerous reading software programs that improve students ability to read any text online faster, easier, and with greater comprehension, as well as, raise reading level (Lexile) and augment vocabulary through context, grasping the main idea and gaining a full understanding of the text.

We have had a positive response from faculty and students about the important role this new center will have on providing reading assistance for students. Over 570 students have visited the Reading Success Center to use our tutors and computer

lab. The number of visits (570) was unexpected because our target goal was 200 for the fall 2011 semester. Therefore, we exceed our goal by 185 percent.

(2) **STRONG LAUNCH OF DEGREE AUDIT.** In December 2010 we launched a web-based Degree Audit software program where students had the ability to use the online system to enter their declared major or choose a different major to see how many of the requirements they have already met. A list is generated showing courses completed by the student and courses still needed to complete the degree. As of September 30, 2011 there were 11,000 students who have used the system, resulting in increasing awareness of degree completion. Our expectation was to have approximately 5,000 students use this system; however, we exceed our goal by 120 percent.

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, 2010. [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, 2010

Undergraduates	Total Number Enrolled			Students enrolled for credit who received Pell Grants
	Degree/certificate seeking students			
	Full-Time	Part-Time	Total	
Nonresident alien	542	96	638	21
Black, non-Hispanic	1061	2597	3658	571
American Indian or Alaskan Native	18	54	72	4
Asian or Pacific Islander	1347	2166	3513	273
Hispanic	2797	5490	8287	977
White, non-Hispanic	1363	2577	3940	200
Race/ethnicity unknown	373	905	1278	133
Grand Total	7501	13885	21386	2179

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

Total number of undergraduate students, by age and gender, enrolled as of October 15, 2010. [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, 2010

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	107	140	226	265	333	405	738
18-19	1814	1805	1462	1372	3276	3177	6453
20-21	1022	1007	1565	1515	2587	2522	5109
22-24	503	465	1432	1560	1935	2025	3960
25-29	278	224	1203	1413	1481	1637	3118
30-34	94	108	624	746	718	854	1572
35-39	41	51	384	542	425	593	1018
40-49	33	71	623	777	656	848	1504
50-64	24	35	457	562	481	597	1078
65 and over	4	2	83	115	87	117	204
Age Unknown	1	0	0	1	1	1	2
Grand Total	3921	3908	8059	8868	11980	12776	24756

Section 2: Awards and Degrees Conferred

The total number of awards and degrees conferred at the institution between July 1, 2010 and June 30, 2011. Note that categories for awards reflect definitions used in IPEDS.

Number of associate degrees conferred:	<u>1295</u>
Number of awards conferred for programs of less than 1 year:	<u>133</u>
Number of awards conferred for programs of at least 1 year but less than 2 years:	<u>256</u>
Total number of awards/degrees your institution conferred:	<u>1684</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 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Increase the percentage of students enrolled in developmental level courses one level below college level who enroll and successfully complete college level English and mathematics courses within two years.**

Total \$ spent on this activity during the current reporting period: \$56,014.00

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	56,014.00	100%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
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%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	56,014.00	100%

Process Measures for “Increase the percentage of students enrolled in developmental level courses one level below college level who enroll and successfully complete college level English and mathematics courses within two years.”

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

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

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>24</u> Application Objective # <u>0</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>574</u> Application Objective # <u>0</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u>1500</u> End # <u>4098</u> Application Objective # <u>3000</u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Increase the percentage of students who achieved “Transfer Directed” status (student successfully completed both transfer level Math and English courses) within three years of enrollment.**

Total \$ spent on this activity during the current reporting period: \$67,827.00

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	67,827.00	100%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
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%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	67,827.00	100%

Process Measures for “Increase the percentage of students who achieved “Transfer Directed” status (student successfully completed both transfer level Math and English courses) within three years of enrollment.”

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

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

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>24</u> Application Objective # <u>0</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>574</u> Application Objective # <u>0</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u>1500</u> End # <u>4098</u> Application Objective # <u>3000</u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Increase the percentage of students who achieved "Transfer Prepared" status (student successfully completed both 60 University of California or California State University transferable units and have a GPA of 2.0 or higher).**

Total \$ spent on this activity during the current reporting period: \$67,826.00

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	67,826.00	100%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
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%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	67,826.00	100%

Process Measures for “Increase the percentage of students who achieved "Transfer Prepared" status (student successfully completed both 60 University of California or California State University transferable units and have a GPA of 2.0 or higher).”

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

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

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u> 0</u> End # <u> 24</u> Application Objective # <u> 0</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u> 0</u> End # <u> 574</u> Application Objective # <u> 0</u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u> 1500</u> End # <u> 4098</u> Application Objective # <u> 3000</u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Increase the percentage of first time, full time, degree seeking freshmen students who graduate with an associate degree within three years of enrollment.**

Total \$ spent on this activity during the current reporting period: \$81,921.00

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	12,000.00	15%
Tutoring, counseling, and student service programs designed to improve academic success.	69,921.00	85%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
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%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	81,921.00	100%

Process Measures for “Increase the percentage of first time, full time, degree seeking freshmen students who graduate with an associate degree within three years of enrollment.”

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

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

Did the number of library books increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>50</u> Application Objective <u>0</u>	
Did the number of educational materials increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>50</u> Application Objective <u>0</u>	
Did the number of telecommunications program materials increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>2</u> Application Objective <u>0</u>	

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

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>24</u> Application Objective # <u>0</u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>574</u> Application Objective # <u>0</u>	

Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u>1500</u> End # <u>4098</u> Application Objective # <u>3000</u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Increase the number of students who have online educational plans.**

Total \$ spent on this activity during the current reporting period: \$69,922.00

Focus Area: *Student Services and Outcomes*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	0.00	0%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	69,922.00	100%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
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%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	69,922.00	100%

Process Measures for “Increase the number of students who have online educational plans.”

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

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

Did the number of tutors increase?	Yes
<i>If yes:</i> Start # <u> 0 </u> End # <u> 24 </u> Application Objective # <u> 0 </u>	
Did the quality of tutors increase?	Yes
<i>No standardized data elements</i>	
Did access to tutors increase?	Yes
<i>No standardized data elements</i>	
Did the number of students using tutoring services increase?	Yes
<i>If yes:</i> Start # <u> 0 </u> End # <u> 574 </u> Application Objective # <u> 0 </u>	
Did the number of students using counseling services increase?	Yes
<i>If yes:</i> Start # <u> 1500 </u> End # <u> 4098 </u> Application Objective # <u> 3000 </u>	

Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Increase the number of full time and part time faculty who will have participated in Learning Teams Cohorts.**

Total \$ spent on this activity during the current reporting period: \$156,750.00

Focus Area: *Academic Quality*

Title V Legislative Allowable Activities [Note: All listed activities are directly from the legislation.]	Dollars Spent	% of Dollars
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0%
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.	0.00	0%
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.	156,750.00	100%
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.	0.00	0%
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0%
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0%
Joint use of facilities, such as laboratories and libraries.	0.00	0%
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0%
Establishment or improving an endowment fund.	0.00	0%
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0%
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.	0.00	0%
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%
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.	0.00	0%
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0%
Total Expenditure For This Activity	156,750.00	100%

Process Measures for “Increase the number of full time and part time faculty who will have participated in Learning Teams Cohorts.”

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

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

Did the number of faculty trained in new or alternative teaching techniques increase?	Yes
<i>If yes:</i> Start # of faculty trained <u> 13 </u> End # of faculty trained <u> 37 </u> Application Objective # <u> 30 </u>	
Did the number of faculty developing new curriculum increase?	Yes
<i>If yes:</i> Start # of faculty <u> 0 </u> End # of faculty <u> 2 </u> Application Objective # <u> 0 </u>	
Did the number of faculty developing new teaching techniques increase?	Yes
<i>If yes:</i> Start # of faculty <u> 0 </u> End # of faculty <u> 20 </u> Application Objective # <u> 15 </u>	
Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?	Yes
<i>If yes:</i> Start # of faculty <u> 13 </u> End # of faculty <u> 57 </u> Application Objective # <u> 45 </u>	

Focus Area: Academic Quality Outcomes (2- and 4-Year Institutions)

This section depicts institutional outcomes that can be categorized in the Academic Quality 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.

Has the institution's library holdings increased?	Yes
<p><i>If yes:</i> Initial holdings <u> 0 </u> Final holdings <u> 50 </u> Goal <u> 0 </u></p> <p><i>I would like to provide a brief supporting statement:</i> Math & English faculty Learning Team Leads collaborated with Library staff to identify and purchase 50 math & English books to be used as a new Library Book Depot for students who cannot afford to buy books.</p>	
Have the institution's educational technology infrastructure improved?	Yes
<p><i>If yes:</i> Start <u> Good </u> End <u> Excellent </u> Goal <u> 0 </u></p> <p><i>I would like to provide a brief supporting statement:</i> Grant support for the institution's online Course Planner system has significantly improved El Camino College's infrastructure, especially for students using the new technology for academic planning.</p> <p>The Reading Success Center supported by the grant has also improved the availability of improved technology resources for students needing assistance from faculty for their reading and writing assignments.</p>	
Has the enrollment of <i>minority</i> students increased?	Will report next year
<p><i>If yes:</i> Initial enrollment <u> 0 </u> Final enrollment <u> 0 </u> Goal <u> 0 </u></p> <p><i>I would like to provide a brief supporting statement:</i></p>	
Has the completion rate of <i>minority</i> students increased?	Yes
<p><i>If yes:</i> Initial completion rate <u> 49 </u> Final completion rate <u> 52 </u> Goal <u> 50 </u></p> <p><i>I would like to provide a brief supporting statement:</i> The percentage of Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Reading courses increased from 48.7 percent to 51.6 percent, exceeding the goal of 50 percent. Additionally, Hispanic student completion rates have increased in Writing courses from 36.5 percent to 44.7 percent and in Mathematics from 21.8 percent to 26.3 percent.</p>	

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.

Has the institution's retention rate improved?	Yes
<p>Cohort: <u>2009 baseline students Transfer Directed Status</u> <i>If yes:</i> Initial rate <u>25</u> Final rate <u>35</u> Goal <u>27</u> <i>I would like to provide a brief supporting statement:</i> Students who have achieved "Transfer Directed Status," (those who have successfully completed both transfer level math and English courses) have increased since the Fall 2009 baseline cohort of 25 percent, up to 35 percent. This includes all non URM students. Hispanic student achievement of Transfer Prepared Status has also increased from 16 percent to 21 percent. Non URM students=all students except for Hispanic and Black.</p>	
Has the average number of credits completed by students increased?	Will report next year
<p>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> A new cohort of students will be enrolling into a pilot Accelerated English Courses system this Spring 2012 and we will be reporting on results.</p>	
Has the number of students continuing to further postsecondary education increased?	Yes
<p>Cohort: <u>2009 Baseline Students Achieving Transfer Prepared Status</u> <i>If yes:</i> Initial # <u>12</u> Final # <u>19</u> Goal <u>14</u> <i>I would like to provide a brief supporting statement:</i> Students who have achieved "Transfer Prepared Status," (those who have successfully completed both 60 University of California and California State University transferable units and have a GPA of 2.0 or higher) have increased since the Fall 2009 baseline cohort of 12 percent, up to 19 percent. This includes all non URM students. Hispanic student achievement of Transfer Prepared Status has also increased from 6 percent to 11 percent. Non URM students=all students except for Hispanic and Black.</p>	
Has the retention rate of students who received tutoring services increased?	Will report next year
<p>Cohort: <u> </u> <i>If yes:</i> Initial rate <u>0</u> Final rate <u>0</u> Goal <u>0</u> <i>I would like to provide a brief supporting statement:</i></p>	

Has the retention rate of students who participated in other student services programs increased?	Will report next year
<p>Cohort: ___</p> <p><i>If yes:</i></p> <p>Initial rate <u> 0 </u></p> <p>Final rate <u> 0 </u></p> <p>Goal <u> 0 </u></p> <p><i>I would like to provide a brief supporting statement:</i> A new cohort of students will be enrolling into a pilot Accelerated English Courses system this Spring 2012 and we will be reporting on results.</p>	

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: Increase the percentage of students enrolled in developmental level courses one level below college level who enroll and successfully complete college level English and mathematics courses within two years.

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
By Fall 2011, increase the percentage of Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Reading courses within two years as compared to the Fall 2009 semester. Baseline percentage from 2009 is 48.7 percent and target for Fall 2011 is 50 percent. We are also on track to meet our 2012 through 2015 targets.	Fall 2011 actual data shows Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Reading courses within two years have increased to 51.6 percent. We are also on track to meet our 2012 through 2015 targets.
By Fall 2011, increase the percentage of non underrepresented minority students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Mathematics courses within two years as compared to the Fall 2009 semester. Baseline percentage from 2009 is 26.8 percent and target for Fall 2011 is 28 percent. We are also on track to meet our 2012 through 2015 targets.	Fall 2011 actual data shows non underrepresented minority students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Mathematics courses within two years have increased to 31.1 percent. We are also on track to meet our 2012 through 2015 targets.
By Fall 2011, increase the percentage of non underrepresented minority students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Writing courses within two years as compared to the Fall 2009 semester. Baseline percentage from 2009 is 46.5 percent and target for Fall 2011 is 48 percent. We are also on track to meet our 2012 through 2015 targets.	Fall 2011 actual data shows non underrepresented minority students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Writing courses within two years have increased to 54.5 percent. We are also on track to meet our 2012 through 2015 targets.
By Fall 2011, increase the percentage of Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Writing courses within two years as compared to the Fall 2009 semester. Baseline percentage from 2009 is 36.5 percent and target for Fall 2011 is 38 percent. We are also on track to meet our 2012 through 2015 targets.	Fall 2011 actual data shows Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Writing courses within two years have increased to 44.7 percent. We are also on track to meet our 2012 through 2015 targets.
By Fall 2011, increase the percentage of Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Mathematics courses within two years as compared to the Fall 2009 semester. Baseline percentage from 2009 is 21.8 percent and target for Fall 2011 is 23 percent. We are also on track to meet our 2012 through 2015 targets.	Fall 2011 actual data shows Hispanic students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Mathematics courses within two years have increased to 26.3 percent. We are also on track to meet our 2012 through 2015 targets.
By Fall 2011, increase the percentage of non underrepresented minority students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Reading courses within two years as compared to the Fall 2009 semester. Baseline percentage from 2009 is 58.6 percent and target for Fall 2011 is 60 percent. We are also on track to meet our 2012 through 2015 targets.	Fall 2011 actual data shows non underrepresented minority students enrolled in developmental level courses one level below college level who enroll and successfully complete college level Reading courses within two years have increased to 65.2 percent. We are also on track to meet our 2012 through 2015 targets.

ACTIVITY: Increase the percentage of students who achieved "Transfer Directed" status (student successfully completed both transfer level Math and English courses) within three years of enrollment.

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
By Fall 2011, increase the percentage of non underrepresented minority students who achieved Transfer Directed Status (student successfully completed both transfer level math and English courses) within three years of enrollment. Baseline 2009 percentage is 25 percent and Fall 2011 target is 27 percent.	Fall 2011 non underrepresented minority students who achieved Transfer Directed Status (student successfully completed both transfer level math and English courses) within three years of enrollment increased to 35 percent. We are also on track to meet our 2012 through 2015 targets.
By Fall 2011, increase the percentage of Hispanic students who achieved Transfer Directed Status (student successfully completed both transfer level math and English courses) within three years of enrollment. Baseline 2009 percentage is 16 percent and Fall 2011 target is 18 percent.	Fall 2011 Hispanic students who achieved Transfer Directed Status (student successfully completed both transfer level math and English courses) within three years of enrollment increased to 21 percent. We are also on track to meet our 2012 through 2015 targets.

ACTIVITY: Increase the percentage of students who achieved "Transfer Prepared" status (student successfully completed both 60 University of California or California State University transferable units and have a GPA of 2.0 or higher).

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
By Fall 2011 increase the number of non underrepresented minority students who achieve Transfer Prepared status, from 12 percent to a target of 14 percent.	Actual data for Fall 2011 show an increase from 12 percent to 19 percent. We are also on track to meet our 2012 through 2015 targets.
By Fall 2011 increase the number of non Hispanic students who achieve Transfer Prepared status, from 6 percent to a target of 7 percent.	Actual data for Fall 2011 show an increase from 6 percent to 11 percent. We are also on track to meet our 2012 through 2015 targets.

ACTIVITY: Increase the percentage of first time, full time, degree seeking freshmen students who graduate with an associate degree within three years of enrollment.

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
By Fall 2011, increase the number of non underrepresented minority students who are first time, full time, degree seeking freshmen, who graduate with an associate degree within three years of enrollment, as compared to the baseline in Fall 2009. Baseline for Fall 2009 is 27 percent. Fall 2011 Target is 28 percent.	Fall 2011 data show 29 percent non underrepresented minority students who are first time, full time, degree seeking freshmen, graduated with an associate degree. We are also on track to meet our 2012 through 2015 targets.
By Fall 2011, increase the number of Hispanic students who are first time, full time, degree seeking freshmen, who graduate with an associate degree within three years of enrollment, as compared to the baseline in Fall 2009. Baseline for Fall 2009 is 15 percent. Fall 2011 Target is 17 percent.	Fall 2011 data show 18 percent Hispanic students who are first time, full time, degree seeking freshmen, graduated with an associate degree. We are also on track to meet our 2012 through 2015 targets.

ACTIVITY: Increase the number of students who have online educational plans.

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
By Fall 2011 increase the number of students who have an online educational plan compared to the 2009 baseline, from 1500 students to 3000 students.	Fall 2011 actual data show 4098 students have an online educational plan, resulting in our meeting and exceeding the goal of 3000 students. We are also on track to meet our 2012-2013 target numbers.

ACTIVITY: Increase the number of full time and part time faculty who will have participated in Learning Teams Cohorts.

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
By Fall 2011, increase the number of full time Humanities faculty who have participated in the Learning Teams Cohorts compared to the Fall 2009 baseline, from 6 full time faculty to 10 full time faculty.	Fall 2011 data show 17 full time Humanities faculty participating in Learning Teams Cohorts in grant year one. We are also on track to meet our 2012 through 2015 targets.
By Fall 2011, increase the number of part time Humanities faculty who have participated in the Learning Teams Cohorts compared to the Fall 2009 baseline, from 7 part time faculty to 20 part time faculty.	Fall 2011 data show 20 part time Humanities faculty participating in Learning Teams Cohorts in grant year one. We are also on track to meet our 2012 through 2015 targets.
By Fall 2011, increase the number of full time Mathematics faculty who have participated in the Learning Teams Cohorts compared to the Fall 2009 baseline, from 0 full time faculty to 8 full time faculty.	Fall 2011 data show 13 full time Mathematics faculty participating in Learning Teams Cohorts in grant year one. We are also on track to meet our 2012 through 2015 targets.
By Fall 2011, increase the number of part time Mathematics faculty who have participated in the Learning Teams Cohorts compared to the Fall 2009 baseline, from 0 full time faculty to 7 part time faculty.	Fall 2011 data show 7 part time Mathematics faculty participating in Learning Teams Cohorts in grant year one. We are also on track to meet our 2012 through 2015 targets.

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	419707.00	352430.00	0.00	61570.00	468100.00	No
Fringe Benefits	0.00	91329.00	73840.00	0.00	18889.00	95961.00	No
Travel	0.00	16930.00	18842.00	0.00	1087.00	16930.00	No
Equipment	0.00	0.00	0.00	0.00	0.00	0.00	No
Supplies	0.00	42741.00	8380.00	0.00	34361.00	23509.00	No
Contractual	0.00	30000.00	39500.00	0.00	8550.00	30000.00	No
Construction	0.00	0.00	0.00	0.00	0.00	0.00	No
Other	0.00	36500.00	7268.00	0.00	12489.00	15500.00	No
Endowment	0.00	0.00	0.00	0.00	0.00	0.00	No
Total	0.00	637207.00	500260.00	0.00	136946.00	650000.00	

Section 4: Budget Summary Narrative

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

Staffing was slowed due to state budget crisis and hiring freeze. To get the project started an Interim Project Director was hired, before hiring the Project Director, Idania Reyes in March 2011. Faculty, staff and project personnel have been recruited and/or assigned/hired to grant component activities, as well as organizational project teams and committees formed and convened to plan and implement goals and objectives according to grant milestones. Because El Camino College salary and benefits costs are processed by the Los Angeles County Office of Education, there is a two month delay in posting payroll expenditures.

We are well underway in getting caught up on our spending curve. The unexpended year one funds in the amount of \$136,946 will be spent on fully implementing and possibly expanding activities approved in the original project plan, including increased funding for outreach to high schools and college readiness activities, continued faculty and staff development, and student learning assistance.

It should be noted that the Actual Budget (Column 3) was reduced by \$12,793 in Grant Year 1 as per Award Notification due to insufficient funding from the Department of Education. Reductions were taken from Salaries in the amount of \$9,793 and from the "Other" category in the amount of \$3,000.