



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 2021-2022

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **201901**

Department: **Asian/Asian American Studies**

Fund Code: **IR396**

Prepared By: **July Phun**

Program Code: **[REDACTED]**

Budget: **\$ 5,000** Expenditure: **\$ 5,000**

Project ID: **[REDACTED]**

Please use evidence-based data including year-end financial reports and historical data for comparison.

1. Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.

The Food Justice course aligns with the campus strategic plan directly by engaging with the surrounding community through an inclusive campus, student access, and academic achievement. In addition, it aims at encouraging students to participate the Community Supported Agriculture for Asian Americans and surrounding communities of color, an ongoing project of the Asian and Pacific Islander Obesity Prevention Alliance (APIOPA) now API Forward Movement, and Asian Youth Center, and various school districts that surround Cal State LA; all who are AAAS community partners. In the past eight years in advocating food justice by building school gardens that address food insecurity in Asian American communities, we have, to date, created 8 community gardens. This past year, the funds were used by the GE course, AAAS 3510, "Body, Health, Food Justice, and API Communities" to build our 9th garden throughout the LA and San Gabriel Valley.

Students built a culturally relevant food garden, California native garden for Hālau Hula Moani‘a‘ala Anuheha (Fall 2021 and Spring 2022). This is an indigenous Hawaiian school started and run by all women volunteers in the city of Monterey Park. Students found the course extremely meaningful: it not only helped them understand the subject matter better but also motivated them to lead an engaged civic life, especially as it impacted, directly, students of Cal State LA.

In addition to the community partnerships that we have maintained and fostered, students of AAAS 3510 continued a relationship with several student engineering groups (ASCE -The American Society of Civil Engineers, SWE- Society of Women Engineers, and SHESS- Society of Hispanic Engineering and Science). Students 3510 helped to create pergolas and arches for the urban garden. In doing so, student engineers received service learning hours while helping to direct students from the social sciences the mechanics behind tool safety, organization, and blue print creation for the garden project. This multi-collaboration was inclusive of students of various racial backgrounds, women engineers, and underrepresented engineers such as hispanic engineers. In doing so, students of 3510 class fulfilled their service hours and the engineering clubs also fulfilled service learning hours required of their student club.

As a multidisciplinary collaboration between the business, humanities, and STEM students, this fostered conversations about the various ways in which all disciplines contribute to community building, service learning, and civic engagement. Moreover, as students worked with not just the campus and community members, they also noticed the need to incorporate the private sector. Students, along with Professor Phun, solicited donations to complete this garden.

The IRA funds subsidized all materials for the creation of a native Hawaiian school/community garden. As such it will attract more students to sign up for the service learning options, and further the objectives of the course. Since its inception, this class remains popular to students of all backgrounds.

AAAS 3510 is offered every year, they will serve over 50 students per year at Cal State LA.

2. Provide key performance metrics to measure and sustain success.

Student success is measured not only in the academic work they accomplished, which they translated into creating a Food Justice Club, a food blog, and an ongoing Food Justice instagram page, but practically speaking; there are now eight community gardens (Alhambra High School, Mark Keppel High School, Garvey Intermediate, and Anna Bing Arnold Children's Center, Centro de los Ninos (2), Guerilla Gardens (40 during pandemic, Duff Elementary and now Hālau Hula Moani'a'ala Anuheia). These various gardens have been noticed and noted by Chinese language newspapers, former Assemblyman Mike Eng for addressing food justice, security, and awareness of the environment in API community, and the Chinatown Firecracker Fund.

As all community gardens require stewardship before their creation by 3510, these are all sustained by the local school district. As ADA compliant, these gardens allow access to all able and disabled students. This year, the new garden at Hālau Hula Moani'a'ala Anuheia will serve over 120 students of various backgrounds and ages.

There is a long list of schools within the surrounding San Gabriel Valley school districts that have requested a garden through Cal State LA's Food Justice. Sustainability relies on several factors. First, IRA funds are needed as initial seed money for these gardens. Secondly, private donations and community solicited funds are needed to supplement this amount.

3. Describe program outcomes and results. Identify challenges encountered.

The greatest challenge remains the monetary resources needed to create community/school gardens. There is no lack of community partnerships for these projects. We have received in the past two years, a generous amount of \$5000 for the garden creation, each garden actually requires exponentially more funds (the remaining balance has been either donated in-kind or greatly reduced in price). As donations are received by school districts, their accountants have received the receipts (of in-kind donations) except for what is paid for by Cal State LA.

As noted above, program outcomes have been successful resulting in:

1. Cal State LA students learning about Food Justice and Insecurity, the environment, and health
2. Business plans and blue-print plans for garden creation for culturally relevant produce and native plants
3. Multi-level collaboration between student engineering groups and the humanities/natural science classroom
4. Collaboration between Cal State LA students and the surrounding API community
5. Collaboration between Cal State LA students and private sector
6. Praise and publicity about garden openings by Chinese language newspapers and local politicians

7. Collaboration with local AAPI (Asian American and Pacific Islander) non-profits
8. Continual yearly collaboration with the Center of Engagement, Service, and Public Good
9. Possible outside funding through publicity of work
10. Future developments with various school districts in San Gabriel Valley

Awareness and visibility of surrounding San Gabriel Valley API community with the work of Asian American Studies at Cal State LA in civic engagement and learning. Secondly, we faced stream-lining the process of getting facilities (at community or school site) approval.