

DASB Budget Request 2020-2021

For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Tuesday, November 12, 2019

Applications and attachments must be submitted via email to Dennis Shannakian at ShannakianDennis@fhda.edu.

The Subject must be in the following format: "DASB Budget Request - DASB Account/Program Name - DASB Account Number"

For Example: "DASB Budget Request - DASB Budget Committee - 41-51140"

Everything submitted will be publicly available online.

Delete the Object Codes and lines within Object Codes you do not need.

1. Program (Account) Name: LEAD Latinx Empowerment At De Anza

2. Is this a new DASB account? Yes No DASB Account Number: 41-56540

3. Amount requested for 2019-2020 \$ 33,700.00

4. Total amount allocated for 2019-2020 \$ 3,5733.04

5. How long has this program existed? 13 YEARS

6. Number of students directly served in this program: 600-800

Please ACCURATELY and THOROUGHLY complete numbers 7 – 10 and use additional sheets if necessary.

7. List ALL other accounts and/or sources of income (list ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions) also list ALL Co-Sponsorships for the Program; include anticipated future sources and co-sponsorships. Accounts and amounts will be verified.

Failure to disclose ANY and ALL non-DASB Funding Sources will result in the immediate disqualification of your request and/or the freezing of your DASB Account if already approved.

B Budget Accounts: N/A

Trust Accounts: N/A

Fund 15 Accounts: N/A

FHDA Foundation Accounts: LEAD FOUNDATION ACCOUNT 844586-55100099100: \$4,500

Grant Funded Accounts: N/A

Other District Accounts: N/A

Off-Campus/Off-District Accounts: N/A

On-Campus Co-Sponsorships: N/A

Off-Campus Co-Sponsorships: N/A

8. How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASB funds allocated to you have paid the \$10 DA Student Body Fee and are DASB Members (DASB Budget Stipulation # 1)? Yes, we are in compliance.

9. What would be the impact if DASB did not completely fund this request? The LEAD program might have to cut some of its events because our paid student mentors are crucial since Latinx first generation students often report not joining programs due to their need to work to make a living when they are not in school. Student Peer mentors is one of our largest but essential costs.

10. Total amount being requested for 2020-2021 (from page 3) \$ 35,733.04

Delete the Object Codes and lines within Object Codes you do not need.

Student Payroll (2310)

MUST ALSO COMPLETE THE BENEFITS (3200) SECTION

	Job Title	# of emp. x \$ Per hr x # hrs/wk x # of wks	Cost
1.	<u>student peer mentors</u>	each mentor: \$150 per wk x 12 weeks= \$1,800 X 14	
	mentors yearly: \$25,200/yr and \$25,200.00 a year		
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
		TOTAL:	<u>\$ 25,200.00</u>

Benefits (3200)

MUST ALSO BE COMPLETED WHEN REQUESTING PAYROLL

Benefits rates can change each year. Please check rates before requesting the same amount as last year.
(1.52 % for Student Employees, 10.4 % for Casual Employees)

	Job Title	Total \$ x Percentage	Cost
1.	<u>student peer mentors</u>	25,200.00 X 1.52=	<u>\$383.04</u>
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
		TOTAL:	<u>\$25,583.04</u>

Supplies (4010)

(Non-capital, general office supplies or as specified)

	<u>Item</u>	<u>Intended Use</u>	<u>Cost</u>
1.	items: cellphone holders; lanyards, highlighter pens	outreach	\$200
2.	office supplies: flipcharts; markers (200 ct)	workshops	\$150
3.	Cultural: Day of the Dead materials	cultural outreach	\$150
4.	_____	_____	_____
5.	_____	_____	_____
		TOTAL:	<u>\$ 500</u>

Food/Refreshments (4015)

(Must adhere to district Administrative Procedure 6331, <http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AKVUKX7C7F98>)

	<u>Item</u>	<u>Intended Use</u>	<u>Cost</u>
1.	dinner meal	Orientation	\$250
2.	lunch	Global issues Conference	\$300
3.	retreat lunch	LEAD student and faculty retreat	\$150
4.	snacks	teach-in day	\$150
5.	snacks	March Latinx Student Conference	\$150
		TOTAL:	<u>\$ 1,000</u>

Printing (4060)

(Flyers, posters, programs, forms, etc.)

	<u>Item</u>	<u>Intended Use</u>	<u>Cost</u>
1.	brochure	outreach	\$150
2.	postcard	outreach	\$150
3.	flyers/posters	outreach	\$150
4.	_____	_____	_____
5.	_____	_____	_____
		TOTAL:	<u>\$ 450</u>

Technical and Professional Services (5214)

(Independent Contractor amounts, Consultants/Guest Speakers/Entertainment (list programs).
For contracted speakers the fee shall not exceed \$1,200 per speaker per event.
For performances the fee shall not exceed \$1,800 per performance.)

	Item	Intended Use	Cost
1.	Global Issues Conference speakers	campus wide cultural ed.	\$1,000
2.	Latinx Student Conference speaker	culturally specific outreach and retention	\$1,000
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
		TOTAL:	<u>\$2,000</u>

Domestic Conference and Travel (5510)

(Must adhere to district travel policies, <http://business.fhda.edu/policies-and-procedures/ff-travel-policy.html>,
and DASB Limitation and Requirements from the DASB Finance Code)

	Item	Intended Use	Cost
1.	3 bus (one field trip per quarter (48 students per quarter; includes Farmworkers reality tour)		\$1,500
2.	airfare and housing	Attend UNM Mentorship weeklong Conference	\$4,500
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
		TOTAL:	<u>\$6,000</u>

Capital (6420)

(Any durable item whose value exceeds \$200 and has usable life of one (1) year or more)

	Item	Intended Use	Cost
1.	<u>LEAD banner</u>	<u>promote the program: recruitment</u>	<u>\$200</u>
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
		TOTAL:	<u>\$200</u>

Total amount requested (also complete line 10 at bottom of first page) \$35,733.04

Delete the Object Codes and lines within Object Codes you do not need.

Request For Information (RFI)

	Question / Inquiry	Program Response
1.	Please provide a thorough description of your program (250 words max)	<p>Latinx Empowerment at De Anza (LEAD) is a service learning and peer mentoring program that supports Latinx students and allies toward nurturing students through faculty mentoring; guiding students toward initiating their own campus community problem solving campaigns; students performing campus resources awareness presentations to freshman equity target group cohort classes (FYE and Puente).</p> <p>Within the LEAD service learning classrooms, peer mentors engage with groups of learners, called familias, to help build a sense of community and to create a supportive learning space for all. Peer mentors provide individual and group academic support in the many ways, including by: providing office hours, organizing group study sessions, responding to questions about the course and/or assignments; initiating check ins when learners miss class, etc.</p> <p>LEAD classes also do community service off campus, for example, helping Second Harvest and the Center for Farmworker Families, headed by Dr. Ann López, to organize clothing and food drives for the indigenous Oaxacan communities in Watsonville, CA. The LEAD program is successful at connecting learning classroom academic content to social actions initiated by mostly first generation students from economically oppressed backgrounds. LEAD students take class that center on social and cultural understanding, compassionate language and communication, and apply learning to their own lives to build the potential for future leaders.</p>
2.	Please provide how many students are actively engaged in the program. Backing it up with data will help.	Currently during each quarter there are 2 or more active LEAD classes with the ‘S’, or service learning designation. About 70-100 students are actively taking LEAD classes per quarter. These students are engaged in campus campaigns that reach about 600 students throughout the quarter.

3.	<p>Why is your program important and what is the rationale behind having this program on campus? (250 words max)</p>	<p>Since De Anza is a <i>HIS</i> (Hispanic Serving Institution) De Anza faculty have been organizing and strategizing with student leaders to enhance retention and support of the ‘whole student’ through critical conversations and community engagement (service) activities concerning personal and social wellbeing. We do this by focusing on the issues that matter to first generation students, especially our struggling Latinx student population who are a large portion of our undocumented population.</p> <p>We do our best as faculty to coordinate with FYE and Puente and HEFAS and the Office of Equity who also work closely with first gen Latinx students to create a net of support to ensure students are nurtured through their matriculation process. Nurturance is defined as encouraging service learning, or community building and relationship building as well as building supportive small groups called familias during classes and beyond.</p> <p>As LEAD faculty we take our mentoring practices very seriously by concentrating much of our meeting time and resources reflecting on our group on how our students are doing and how we can build on student strengths and direct them toward supporting their peers. Nurturing the whole student means supporting students academically and emotionally, as well as having conversations about the deeper meaning of their purpose for pursuing their education.</p>
4.	<p>How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)</p>	<p>Much of LEAD’s work is mentoring students. This includes promoting effective communication and deep inquiry into the students own sense of purpose and goals. Self-knowledge through experiential learning and reflection is highly emphasized in the LEAD program. For example, we do core values reflection exercises in small groups having students rank their top 3 values and explain how they enact these values through their daily lives as well as in their academic and career goal setting. We encourage students to reflect on how they can make an impact and involve them in community service and engagement activities that might spark interest in giving back to their communities. We show them their skill sets and point to areas where they can grow to build their confidence as potential community leaders.</p>

<p>5.</p>	<p>How is your program working to improve itself every year? Do you receive student feedback? Implementing a student survey and sharing the results with DASB will be beneficial for our review process.</p>	<p>As a new faculty leadership of LEAD, we are developing our norms and planning to invite faculty from other areas to teach LEAD service learning classes. This expansion of course options and cooperation between cross-disciplinary faculty will foster community and break down walls. We hope to develop a team mentoring relationship in which various faculty intentionally and thoughtfully, mentor the same students. Since we will be drawing most of our enrollment into LEAD classes from FYE and Puente, we plan to have former FYE and Puente students offer workshops, resource presentations, and tutoring and mentoring to the new first year cohorts, creating a loop of support for Latinx and other first generation students. As we develop this loop of service between first and second years students, we will develop our presence in the De Anza community and reach deeper into the communities we serve.</p> <p>We are developing a survey which we will give to our students each quarter before and after completion of the quarter to reflect on our impact. Such questions will be asked using a Likert Scale and space to write a short reflection: Do you consider yourself a leader in your community? What qualities do you think leaders should have? What are the major needs of the De Anza community in terms of resources? Rate the following resources in terms of highly needed and least needed: Mental healthcare; book vouchers; on-campus student housing; affordable parking; food; on-campus safety at night.</p> <p>Asking such questions before and after can show us how much their thinking has been impacted by participation in LEAD's campus needs assessments and involvement in campus campaigns to address the most urgent needs. It will also help us ascertain their growing capacity for leadership and needs-assessment process.</p>
<p>6.</p>	<p>What are all of your sources of funding? Please include funding from the college, any sources of income, any grants, and any other source. If there are no other sources, has your program taken the initiative to search for other sources? (list ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions)</p>	<p>Account name: LEAD FOUNDATION ACCOUNT: Account Number: 844586-55100099100 Account Balance: \$4,500 Purpose: Latinx student leadership and mentorship training</p>

7.	Go through the DASB budget goals for the current academic year and explain how your program fits each of them or as many as possible. (250 words max) The DASB budget goals are available at www.deanza.edu/dasb/budget	LEAD not only attempts retain Latinx students, we also engage them in service to struggling communities. One of the challenges De Anza College faces is, firstly retention, but in order to do this we must successfully support Latinx students in completing their EWRT 1 and 2. The LEAD program asks participants to take their EWRT courses with our LEAD faculty who specializes in teaching first generation college students and who also engages students in community engagement. Research shows, student involvement in building community while in college, increases students' investment in their education.
8.	Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services? (250 words max)	<p>LEAD focuses on social change and self and community through Latinx asset-based cultural lens. What this means is, providing the non-judgmental, but critical space to pose questions about student and community needs while opening the space do discuss culturally specific needs and desire of our students.</p> <p>We are uniquely intentional about serving our first year cohort programs and breaking down disciplinary and other silos that have kept students and faculty from working together and getting the resources we all need. We believe our students are the glue that can bring us together to define and solve our current campus and off-campus issues.</p>
9.	Explain how your program advertises and promotes itself to the general student population. Provide a clear plan for the current academic year as well as any marketing material you will or have used. (250 words max)	The LEAD program holds a LEAD Teach-in Day in the Main Quad each year to share original printed artistically made teaching materials created by students to educate their peers about existing social problems that they can get involved in solving. Throughout the year LEAD participants host events which highlight important campus issues, resources and more general areas of social concern. We are planning to create new LEAD t-shirts, creating a banner, and continue to create flyers inviting students to be part of LEAD or inviting the campus community to our events which include guest speakers, workshops and teach-ins.
10.	Explain how your program promotes equity on campus. (250 words max)	The main way LEAD promotes equity is through educating peers about resources that De Anza's Equity Plan shows are not being utilized by the students that most need it. Our understanding is that first generation students will be more likely to listen to their peers when deciding whether or not to seek resources or help, like for example, mental health services. Our current students are working on a camps campaign to bring awareness to mental health through a town hall, an informative original zine that illustrates the problems and solutions and spreading existing Health Services materials that address mental health.

Signatures that are required for utilizing funds

All financial documents, forms, requests/requisitions require the signature of the budgeter(s) and the administrator responsible for the program of the account. The budgeter and administrator responsible for the program of the account shall sign designating this is an appropriate expenditure of DASB funds and in the best interest of the student body. Administrators are responsible for any expenditures exceeding budget allocations. **The Budgeter and Administrator cannot be the same person.**

Budgeter's Name: Steve Nava

Phone Extension: x8200

E-mail: navasteve@fhda.edu

Relationship to Project: Co-Coordinator

Position on Campus: FT Faculty in Sociology Department

Administrator's Name: Alicia Cortez, Dean of Equity

Phone Extension: x8365

E-mail: CortezAlicia@deanza.edu

Relationship to Project: Advisor

Position on Campus: Dean of Equity and Engagement

Approved by DASB Chair of Finance

(Produced by the Office of College Life - 8/1/2019)