

# DASB Budget Request 2021-2022

## For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Monday, November 9, 2020

Applications and attachments must be typed and submitted via email to Dennis Shannakian at [ShannakianDennis@fhda.edu](mailto:ShannakianDennis@fhda.edu).

Please also copy the Administrator on the email.

Applications must be submitted as Word documents or searchable text PDFs (not scans; signatures are not required)

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 2020-2021 \$ 66,450.20
4. Total amount allocated for 2020-2021 \$ 6300.00
5. How long has this program existed? 14 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

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)? **Latinx Empowerment at De Anza (LEAD) is a peer mentoring and service learning program that supports Latinx students and allies toward nurturing students through faculty and student mentoring; faculty guide students through a curriculum based on equity and justice for all marginalized communities; student peer mentors play a pivotal part in supporting LEAD students in helping them navigate the campus by introducing them to various student service and instruction resources including, but not limited to, financial awareness, mental health support, curriculum preparation, certificate and degree preparation.**

**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 classes 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.**

**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 many ways, which include the following: holding weekly office hours: organizing group study sessions: responding to questions about the course and/or assignments: initiating check-ins when learners miss class.**

**LEAD classes also comprise a community service/civic engagement component. For example, students volunteer at a variety of community services both within and outside of De Anza College such as the Second Harvest, Jean Miller Resource Room, Razing the Bar, Sacred Heart, The Center for Farmworker Families, HEFAS, De Anza Teach-In Days, as well as other organizations that include clothing and food drives for communities such as the indigenous Oaxacan communities in Watsonville, CA.**

8. 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 we cannot afford to lose our paid student mentors. They are crucial since Latinx first generation students often report that they do not join programs due to their need to work to support family members financially when they are not in school. Student mentors help with both the mentoring, ‘community engagement/service learning’, special guest planning and event planning and facilitation. Most importantly, student mentorship through emotional and academic support contribute to the achievement gap and increased retention. To be sure, student Peer mentors is one of our largest but essential costs.**

**Total amount being requested for 2021-2022 (from page 3)**  
**\$66,450.20**

**\$**

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

## Student Payroll (2310)

MUST ALSO COMPLETE THE BENEFITS (3200) SECTION

	# of emp. x \$ Per hr x # hrs/wk x # of wks	Job Title Cost
1. <u>Peer Mentors</u>	10 x <u>\$17.00 hr/</u> x 10 x 30 wks	<u>\$51,000.00</u>
2.		
3.		
TOTAL:		\$51, 000.00

## 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
1. 10 mentors	\$51,000 x 1.52% = \$775.20	
2.		
3.		
4.		
5.		
TOTAL:		\$775.20

## Supplies (4010)

(Non-capital as specified; NO general office supplies)

	Item	Intended Use	Cost
1.	<u>LEAD t-Shirts 15 count</u>	promotional and teambuilding	\$15.00
2.			
3.			
4.			
5.			
TOTAL:			\$225.00

## Food/Refreshments (4015)

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

	Item	Intended Use	Cost
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	Latinx Student Speaker Series	\$150
TOTAL:			<u>\$ 1,000.00</u>

## Printing (4060)

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

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	Item	Intended Use	Cost
1.	brochure	outreach	\$150
3.	flyers/posters	outreach	\$300
4.	anthology binding	Latinx 1st-gen poetry anthology	\$1,000

5.

TOTAL: \$1,450.00

**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 Empowerment speaker series	racial equity-focused engagement	\$1,000
3.			
4.			
5.			

TOTAL: \$2,000.00

**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.	<u>UNM Mentoring Conference</u>	<u>skills and team building</u>	<u>\$10,000</u>
2.			
3.			
4.			
5.			

TOTAL: \$10,000

**Capital (6420)**

(Any durable item whose value exceeds \$200 and has usable life of one (1) year or more; NO general office equipment)

	Item	Intended Use	Cost
1.			
2.			
3.			
4.			
5.			

TOTAL: \$

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

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 <b>thorough</b> description of your program (250 words max)	<p>Latinx Empowerment at De Anza (LEAD) is a service learning/community engagement and peer mentoring cohort program that supports Latinx students and allies. LEAD faculty, mentors and our Administrator, Dean of Equity and Engagement Alicia Cortez, nurture students through faculty and peer mentoring. Faculty and peer mentors are professionally trained. Faculty participate in the annual LinC institute as well as various professional development activities throughout the year. Peer mentors enroll in a formal mentor course and consult with LEAD faculty on a weekly basis for guidance and support. Faculty and peer mentors work closely to support LEAD students in all linked courses with the aim of succeeding in classes, mastering studenthood, building emotional skills, creating poignant connections from classroom to community, and developing leadership skills for De Anza and beyond.</p> <p>LEAD peer mentors provide individual and group academic support by providing office hours, organizing group study sessions, responding to questions about the course and/or assignments, and initiating conversations when students miss class. Mentors also provide guidance in non-instructional areas such as leadership and emotional skill building. Mentors receive weekly faculty mentoring for on-going support and guidance as they continue to help their peers throughout the quarter.</p> <p>LEAD classes include a civic engagement/service learning component. This community service is both on and off campus, and includes 12 hours of quarterly support. Typical service learning areas often include the following: De Anza's Foothill Association Political Action Committee (FA PAC) which promotes student voting, the 1500 Stories income inequality project, Second Harvest Food Bank, Center for Farmworker Families, Our City Forest, De Anza Higher Education for AB540 Students (HEFAS), Services Immigration Rights and Education Network (SIREN), Voce y Manos Guatamalen Youth Development Organizations.</p>

		<p>Additionally, students have organized clothing and food drives for indigenous Oaxacan communities in Watsonville, CA, planted trees at the Kirsch Center, and have participated in many other community projects.</p> <p>LEAD students are usually first generation students from economically oppressed backgrounds.</p>
2.	<p>Please provide how many students are <b>actively engaged</b> in your program. Backing it up with data will help.</p>	<p>Each quarter LEAD offers two or more LEAD courses with a civic engagement (E) designation that includes enrollment of approximately 40-100 students. Students are engaged in campus campaigns that reach about 600 students throughout the quarter through resource fairs, active promotion of relevant equity-focused campus events and community hands-on projects.</p>
3.	<p>Why is your program <b>important</b> and what is the <b>rationale</b> behind having this program on campus? (250 words max)</p>	<p>De Anza is a Hispanic Serving Institution (HSI). To maintain the HSI designation, De Anza faculty have been organizing and strategizing with student leaders to enhance retention and support of Latinx students. We do this by focusing on the issues that are relevant to first generation Latinx students and all first gen students, such as immigration rights, income inequality, Covid-19, LGBTQ ++ issues, voting rights, housing, youth-in-care rights, and Black Lives Matter.</p> <p>We do our best as faculty to coordinate with other campus programs like VIDA, First Year Experience (FYE), Jean Miller Resource Room, HEFAS, and the Office of Equity and Engagement. We work closely with students, staff, and faculty to create a net of support to promote the retention of all marginalized students. LEAD is a nurturing and holistic community; we encourage community action, community building, and relationship building.</p> <p>As LEAD faculty we take mentoring practices very seriously by concentrating much of our meeting time and resources to discuss and strategize about how students are doing and how we can build on their strengths and direct them toward supporting their peers. We strive to support students academically and emotionally.</p>

4.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	<p>Much of LEAD's work is mentoring students and this mentoring includes introducing students to vital community resources. This exposure to resources includes the above mentioned community services and civic engagement opportunities. But it also includes guest speakers, such as prominent leaders of the stated organizations and progressive scholars. For example, this year we invited filmmaker Grace Lee of PBS's POV series, poet Alejandro Jimenez, environmentalist activists Yvonne P. Sherwood, and university scholar Dr. Eric Porter of UCSC. Through class and speaker series conversations, students are exposed to a 'compassionate communication' that promotes deep inquiry into their own sense of purpose and goals. Self-knowledge through experiential learning and reflection is highly emphasized in the LEAD program.</p> <p>The E designation introduces students to equity-focused careers, helps students build pragmatic career skill sets, teaches leadership skills, teaches collaborations and teamwork. The mentoring component teaches communication skills, raises confidence, teaches perseverance, and motivational skills. We encourage students to reflect on how they can make an impact and involve them in community service and engagement activities that will motivate them to give back to their communities.</p> <p>The LEAD courses intersect mentorship, service learning, and personal growth to encourage maximum potential; thus, the holistic approach we are able to master with ease.</p>
5.	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>As a new faculty leadership in our second year of co-coordinating LEAD, we (Veronica Avila and Steve Nava) are developing our norms and planning and have invited and continue 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 through the</p>

Counselor (Liliana Rivera) that recruits for FYE and Puente as well, we are building a presence in the Latinx community. Our vision is to bring in generations of students and their younger siblings and cousins to develop our presence in the De Anza community and reach deeper into the communities we serve.

We developed a survey which give to our students each quarter first in Fall then at the end of the academic year to measure our impact. In some of these questions we will be using a Likert Scale and space to write a short reflection. The questions are as follows:

1. Which three of the following resources do you think De Anza students needs most? Click 3 and submit this question then move to the next.
2. How much do you agree or disagree with the following statement: "I consider myself a leader in my community."
3. Which 5 resources does the LEAD program make available to you? In other words, which resources, if you wanted to access, you could access through asking LEAD mentors or faculty? Click up to 5 from the list.
4. On the following scale how much do you agree with the following statement: "I think the LEAD program is effective in achieving its goals of providing a close learning community; service learning /community engagement opportunities (campus-focused and outside campus); access to caring mentors; knowledge about helpful campus resource; and exposure to new justice-focused ideas and careers."

This survey will help LEAD improve. Please, in your best writing, write two or three paragraphs explaining the following:

- 1) What do you like most about the LEAD (Latinx Empowerment at De Anza) cohort program?
- 2) What do you think should improve?
- 3) What resource do you wish LEAD would provide to students in the program?

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. The survey of current Fall 2020) LEAD students showed the following findings:



a) When shown a list of student needs and asked to click their main 3, the top needed resources reported by LEAD students are: mental healthcare (64%); book vouchers (44%); tuition help (36%); others were: job opportunities (32%) and campus student housing (32%).

b) The pre-test response to the question: Do “I consider myself a leader?” which is to be asked again at the end of the school year are: 9% agree; 13% neutral; 8% disagree.

When we ask this question again we hope to see a rise in students seeing themselves as leaders in their communities in various capacities.

c) When given the same list of resources, LEAD students were asked to choose 5 resources they feel the LEAD program would readily direct them to if they needed it: “Which 5 resources does the LEAD program make available to you? In other words, which resources, if you wanted to access, you could access through asking LEAD mentors or faculty?” The top 5 responses were:

- (1) mental health (68%)
- (2) peer mentors (89%)
- (3) safe learning environment (89%)
- (4) healthy communication training (79%)
- (5) job opportunities (58%)

When asked how effective the LEAD program is in achieving its goals of providing a close learning community; service learning /community engagement opportunities (campus-focused and outside campus); access to caring mentors; knowledge about helpful campus resource; and exposure to new justice-focused ideas and careers, 84% of LEAD students reported LEAD is effective in reaching its goals. Eight percent felt ‘neutral’ about this statement and 8% did not respond.

Finally, when asked how LEAD was doing overall and how we could improve the top answers were that the community bond of its members was most valued and that we could improve by providing student housing which came up a few times. One student wrote, “The one thing I like most about LEAD is that the support. Being first generation, I don't have many people that I know will help me and steer me in the right direction. It's nice to know that there are people who actually care to see me make it

		<p>through.” Another student noted, “I like how the topics we are told to learn are enjoyable learning and are topics that are relevant today.” And still another noted, “What I like most about the LEAD program is the various ways in which you can get help. The professors, counselor, mentors and students are very supportive and you feel less alone, especially now during distance learning where it is easy to feel isolated.”</p> <p>A student also noted, “Personally, I do not think there is too much for the program itself to improve on besides getting more information about the community service hours, however I don't think it's the program's fault since I know it's a lot harder to do things online.” We are currently making decisions about how to best incorporate off-campus community engagement during COVID-19 given the challenges that have arisen and reflecting on our student feedback.</p>
6.	<p>What are <b>all</b> your sources of funding? Please include funding from the college, any sources of income, any grants, and any other source. 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>Funding sources currently include DASB and the LEAD Foundation Account.</p> <p>LEAD Foundation  Account #: 844586-55100099100  Purpose: Latinx student leadership and mentorship training  Balance: \$4,500</p>
7.	<p>Go through the most recent DASB Budget Goals/DASB Budget Guiding Principles and explain how your program fits each of them or as many as possible. (250 words max) The DASB Budget Goals/DASB Budget Guiding Principles are available at <a href="http://www.deanza.edu/dasb/budget">www.deanza.edu/dasb/budget</a></p>	<p>LEAD not only attempts to retain Latinx students, typically first-generation, first-to-college students, but we also engage them in community engagement and mentorship. The engagement portion often includes working in communities that are struggling with issues such as housing, Covid-19, immigration. De Anza’s Latinx population struggles with retention and matriculation, which is why the program’s foundational courses include EWRT 1A, EWRT 2, sociology, intercultural studies, and an ICS mentoring course. LEAD faculty have training and specialization in teaching first generation college students, specifically Latinx students. The mentoring component includes formal training and continual mentor guidance from LEAD faculty including administrators and the LEAD counselor. These four components- mentoring, counseling, civic engagement, and a social</p>

		justice and equitably racial curriculum comprise LEAD. It is important to recognize the aforementioned components because it is why LEAD <a href="#">students succeed</a> .
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)	We are uniquely intentional about serving mainly first year first generation Latinx students 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. We expose our students to guest speakers and events that focus on relevant social issues and careers in an attempt to intentionally inspire students. We also engage in creative personal change projects like culturally specific autobiographical e-books writing, poetry workshops, intellectual engagements, publishing, public speaking event planning and facilitation, and formal mentor and leadership training.
9.	Explain how your program advertises and promotes itself to all students. Has your program made extra effort to market and reach underserved students? If so, describe how. If not, describe what challenges your program faces in trying to do so. 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 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, such as mental health, housing, immigration, poverty, food insecurity and many more issues that affect De Anza students. 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. We also promote some of our larger public events through the Office of Equity and De Anza's Office of Communications (working with Brandon Bailey). An example of the latter includes this year's Art and Activism Series done in collaboration with many other campus divisions and departments.
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 demonstrates are not being utilized by the students that most need it. Our understanding is that first generation students will

		<p>be more likely to listen to their peers when deciding whether or not to seek resources or help, such as mental health services. The peer mentorship is at the crux of equity because we recruit mentors who represent marginalized populations: mentors are often first generation immigrant students who intuitively relate to other students who often struggle with retention. It is the very reason we have a mentor component.</p> <p>Each quarter, LEAD students along with mentors work on a camps campaign to bring awareness to various pertinent student issues. This year students worked on an informative original zine that illustrated mental health problems and solutions. Students educated the larger De Anza population about Health Services and invited Psychological Services counselors to speak to students about how they can acquire and maintain wellness. LEAD students actively use their social science skills to assess and think of new solutions to campus problems and work on solutions tapping their creativity and ingenuity to reach students who are not meeting the college achievement gap.</p>
11.	Please indicate which object codes are critical for DASB to fund this year.	The main needs are: (1) Paid student mentors; (2) Global Issues conference guest speakers
12.	How has your program adapted to providing its services online? Alternatively, please provide a clear plan for how your program would provide online services if needed in the future.	Our courses are run through Canvas and are a hybrid of synchronous and asynchronous courses - using Zoom for weekly course meetings. We have also, and continue, to train students to facilitate professional level student and faculty events through Zoom. Additionally, we use Google docs, Jamboard, Padlet activities and Zoom breakout rooms to engage students in equity-focused online activities .

**Signatures are not Required for this Application**

Signatures are not required for this application; however, the Administrator should still review and approve the application and should be copied on the email submitting the application. **The Budgeter and Administrator cannot be the same person.** Applications must be typed and submitted via email along with any attachments; applications must be submitted as Word documents or searchable text PDFs (not scans).

**Signatures that are Required for Utilizing Funds**

All future 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 and Administrator Information**

Budgeter’s Name: Veronica Acevedo-Avila and Steve Nava

Phone Number: Veronica Avila: ext. 5652 or Steve Nava ext. 8200

Email: [avilaveronica@fhda.edu](mailto:avilaveronica@fhda.edu), [navasteve@fhda.edu](mailto:navasteve@fhda.edu)

Relationship to Project: Co-Coordiators of the LEAD Program

Position on Campus: Veronica Avila is a FT-English Instructor and Steve Nava is a FT-Sociology Instructor

Administrator’s Name: Alicia Cortez

Phone Number: ext. 8365

Email: [cortezalicia@fhda.edu](mailto:cortezalicia@fhda.edu)

Relationship to Project: Main Advisor

Position on Campus: Dean of Equity and Engagement

Approved by DASB Chair of Finance

(Produced by the Office of College Life - 10/27/2020)

