

# DASG Budget Request 2022-2023

## For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Monday, November 1, 2021  
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: "DASG Budget Request - DASG Account/Program Name - DASG Account Number"

For Example: "DASG Budget Request - DASG 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: CHEESEMAN ENVIRONMENTAL STUDIES AREA (AKA CESA) & ENVIRONMENTAL SCIENCE ORGANIC FOOD GARDEN
2. Is this a new DASG account? Yes  No  DASG Account Number: 41-57520
3. Amount requested for 2021-2022 \$ \$33,000
4. Total amount allocated for 2021-2022 \$ 0
5. How long has this program existed? 50 YEARS as of July 2021
6. Number of students directly served in this program: 10,000 – 16,000 per AY  
*Please ACCURATELY and THOROUGHLY complete numbers 7 – 10 and use additional sheets if necessary.*
7. How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASG funds allocated to you have paid the \$10 DA Student Body Fee and are DASG Members (DASG Budget Stipulation # 1)? NO STUDENTS WILL BE PAID FROM THESE FUNDS
8. What would be the impact if DASG did not completely fund this request? There are major environmental issues that have been ignored for many decades and we do not have the time anymore to "pretend" these science-based facts are false or over-exaggerated. Environmental issues that we face specifically on a local level are: DROUGHT, WATER SHORTAGES, FOOD SHORTAGES, AIR POLLUTION, WILDLIFE AND SPECIES DESTRUCTION AND LOSS OF HEALTHY HABITAT. We utilize the CESA and the ESCI Organic Food Garden as "teaching" tools for students to learn how to raise their own food with a gardening concept called dry gardening. We use these two areas to teach students about how to landscape with California Flora that is the scientific way to minimize water usage and have a landscape that is endemic to our region and its weather and rain patterns. If the DASG were not to completely fund this request, then I will have to do what I have done in the past, I would review the student priorities and rework my 2022-2023 student plan to meet as many of the educational "hands-on" experiences as I can for the students that we serve.
9. Total amount being requested for 2022-2023 (from page 3) \$ 24,000

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

## Supplies (4010)

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

	Item	Intended Use	Cost
1.	<u>The funds go towards purchasing the Tools, materials, Native Plants, Heirloom/ Non-GMO vegetable/herb seeds/plants to develop the Dry Gardening and Gardening during water shortage times. This funding also provides the resources for the much greatly needed materials that provides the "hands on" experience our students need. They include the supplies: soils, native plants, Aquatic supplements for the pond/riparian Zones, germination equipment, composting, Hoses, grid wire, staining materials, water scopes, Water vests/boots, tulle, gardening tools, etc.</u>	<u>Student Hands-On Learning</u>	<u>\$14,000</u>

TOTAL: \$14,000

## Printing (4060)

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

	Item	Intended Use	Cost
2.	<u>New ESA signage of the 12 Native Plant Communities in the CESA</u>	<u>Student Learning Tools (Science-Based)</u>	<u>\$10,000</u>
		TOTAL:	<u>\$10,000</u>

## Request For Information (RFI)

	Question / Inquiry	Program Response
1.	Please provide a <b>thorough</b> description of your program. Please describe the new services or features of your program that were implemented after you last submitted a DASG RFI. Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services?	The CESA and the Organic Food Garden <b>do not</b> exist on other Community Colleges and/or UC's and CSU's in Santa Clara county and surrounding counties. With the CESA you have 1.5 acres dedicated to an outdoor learning space for students and with the usage of the entire surrounding outdoor landscape combined with the CESA, we have close to 3 acres of outdoor areas for our students to study in a nature-based environment and for students to have a quiet outdoor space to relax their minds and bodies.
2.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	During Covid quarantine, we learned a lot about how many of our students were food/nutrition deprived. Also, In California we now have the threat of drought due to the limited amount of rainfall we are receiving annually. Our students are given hands-on opportunities on how to raise food, how to conserve water, how to plant based on climate patterns (dry gardening). Students learn about composting and how to work with Non-GMO and heirloom seeds and how to garden organically. Around the world humans will be subjected to an interruption to the food supply chain. We all need to have the knowledge of not depending on someone else (supermarkets) to feed us, we have to learn how to feed ourselves and to lessen the demand on the food supply chain. There is a movement occurring of everyday citizens turning their yards and apartment balconies into edible landscapes. In our CESA and outside landscape around the Kirsch Center, we demonstrate and teach this concept. What we teach our students helps them to provide part of their <b>basic needs</b> of good nutrition and how to feed themselves in an economic way.

	<b>Question / Inquiry</b>	<b>Program Response</b>
3.	<p>Go through the most recent DASG Budget Guiding Principles and explain how your program fits each of them or as many as possible. Please do not merely copy and paste the DASG Guiding Principles. The DASG Budget Goals/DASG Budget Guiding Principles are available at <a href="http://www.deanza.edu/dasg/budget">www.deanza.edu/dasg/budget</a></p>	<p>Every ESCI class has their students involved in both the CESA and Organic Food Garden, being outdoors and working hands on with soils, plants and insects really charges the students excitement and interest in learning more about California Native plants and growing organic crops. Because of the content of what we teach, many times there is concern that our students will raise that may have them question what is going on around them and what they need to do to help foster a change. I will give you an example...a few years ago, our students were out in the CESA birdwatching with their binoculars and bird identification books. Our CESA (Cheeseman’s Environmental Studies Area) is a haven for many bird and other small animal species to migrate to because of the native plant diversity we have there. A couple of students were excited at the spotting of a red-tailed hawk. Upon closer observation of the hawk, the students knew the hawk looked ill. They had their instructor (who is a birding expert) take a look at the hawk and he stated that the hawk looked like it had been poisoned. Our instructor was able to catch the bird and it was taken to the Wildlife Rescue Center. We were contacted by the Wildlife Center less than 24 hours later to let us know that they confirmed that the bird had been poisoned and it had died. Our students immediately got involved and worked with campus facilities to ensure only non-poisonous means were being used in rodent traps around campus to avoid poisoning secondary kill. Additionally, having the CESA and organic food garden space has helped our students that take public transportation to school and do not have their own transportation to participate in off-campus field trips. Those students have been able to come out to the CESA and have the option/opportunity to do the same activities at our on-campus CESA as you would going off campus for any field trip. Because the CESA has 12 California Native plant communities and over 400 different kinds of plant species, it contains as much biodiversity as any off-campus field trip site. Students can conduct water and soil tests, birdwatch, identify native tree and plant species using a dichotomy key. Our students get experience restoration work and camera trapping of nocturnal species migrating through this landscape at night. This landscape offers thousands of students each year a unique experience that a student doesn’t find on any other campus in our county.</p>

	Question / Inquiry	Program Response
4.	<p>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.</p>	<p>Our program is definitely serving way beyond the students in our Environmental Science/Studies department. This area is visited and used by a large number of students on our campus and many programs utilize coming into our gardens for enhancing their students learning experience. Every quarter I also work with students across campus from Economics, Biology, CTE programs, English, CDC, History, Arts and Film/Television. Additionally, the gardens are open to the public which I meet and greet every quarter. These groups include: K-12, private schools, UC Santa Cruz, San Jose State University, UC Berkeley (to name just a few).</p> <p>We advertise our program internally across the campus and we have our presence on Facebook and Instagram. Our faculty regularly host speaker events to pull in students from the campus at large and the community so that we can also take that opportunity to promote our program and classes. I participate in the annual Native Plant tour which also helps promote our program as the public comes through to view our gardens. We also participate in every campus outreach day that we qualify to participate in.</p>
5.	<p>Explain how your program promotes equity within the program and on campus. For example: equity training for all staff and student leaders, hiring from underrepresented communities, etc.</p>	<p>We promote equity by ensuring that students and faculty and staff within our division are actively participating in campus equity groups so we have a steady flow of current information that allows us to continually improve in all areas of our equity work.</p>
6.	<p>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.</p>	<p>This is a <b>non-applicable</b> item for my outdoor garden areas because what the students gain from us is a temporary break from being <i>online</i> and they are having a hands-on experience with nature. When the students come out for their outdoor experience – they begin using their phones to photograph the outdoor wonders of the plants, insects, birds, lizards, waterfall, etc.</p>
7.	<p>Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.</p>	<p>Supplies – 4010</p>

## Data Sheets/Attachments

Please attach supporting documents of the following questions and list the document names accordingly.

Covering all the bullet points will be beneficial for our review process. IF attachment is not required or missing, please give your thorough answers below.

	Question / Inquiry	Document Name / Additional Response
1.	<p>ENROLMENT</p> <ul style="list-style-type: none"> <li>• Number of total AND new active students over the past 3 years</li> <li>• Number of enrolments retained (stayed for more than a quarter)</li> <li>• Number of students enrolled in online services</li> <li>• Does your program serve a certain demographic or the whole De Anza population?</li> <li>• Racial demographics (if possible)</li> </ul>	<p>File Attached: <b>ESCI-1_Enrollment.pdf</b></p> <p>This one report contains the enrollment trends for our ESCI class over a 3-year period. I would like to reemphasize to the DASG that the CESA and Outdoor Organic Garden areas are not solely used by ES/ESCI students. There are several education programs, both on-campus and off-campus that utilize this campus resource.</p>
2.	<p>STUDENT FEEDBACK</p> <ul style="list-style-type: none"> <li>• Attach student feedback forms, surveys, etc.</li> <li>• How has your program responded to suggestions made by students in the previous year?</li> </ul>	<p>Our program has <i>always</i> responded to our student suggestions. Every outdoor area around the Kirsch Center <i>is a direct result of student suggestions</i>. I have personally worked with students for 4 ECO-FUND projects where our students were awarded funds and we implemented their ideas.</p>
3.	<p>FUNDING</p> <ul style="list-style-type: none"> <li>• List any funding from the college, sources of income, any grants, and any other source (include ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions)</li> <li>• Attach account reports of all sources of funding</li> </ul>	<p>The CESA and Organic Food Garden gets <b>ZERO</b> dollars from any area on campus or the district. I sat on the IPBT for 5 years and have never received any funding for the CESA even though it is considered a classroom space. Without any monetary support from the DASG, these outdoor garden areas that are so important to our students will slowly die.</p>

**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 DASG 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: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

Relationship to Project: \_\_\_\_\_

Position on Campus: \_\_\_\_\_

Administrator’s Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

Relationship to Project: \_\_\_\_\_

Position on Campus: \_\_\_\_\_