

**DASG Budget Request 2023-2024
For All Programs Excluding Athletics**

Budget Request due to the Office of College Life by 4:00 pm Monday, November 7, 2022
Applications and attachments must be typed and submitted via email to Dennis Shannakian at
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: **¡LEAD! Latinx Empowerment At De Anza**
2. Is this a new DASG account? Yes No DASG Account Number: 41-56540
3. Amount requested for 2022-2023 \$ 35,656
4. Total amount allocated for 2022-2023 \$ 6,300
5. How long has this program existed? 16 years
6. Number of students directly served in this program: 700+

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)? Indeed, all students benefitting are De Anza College enrolled and contribute to the DASG fund
8. What would be the impact if DASG did not completely fund this request? The ¡LEAD! Mentorship and leadership program is funded by the LEAD Foundation (\$10,000 for 2023-2024) and DASG funding which both contribute to fund our 5 student mentors. One of our paid mentors qualifies for Federal Work study which helps us maintain our small budget. The DASG funds are primarily used for paying our student mentors who support our freshman cohort.

9. Total amount being requested for 2023-2024 (from page 3) \$ 33,516

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

Student Payroll (2310)

MUST ALSO COMPLETE THE HOURLY BENEFITS (3200) SECTION

Must adhere to FHDA Student Pay Levels as stated at

<https://www.deanza.edu/financialaid/types/studentjobs.html>

Job Title # of emp. x \$ Per hr x # hrs/wk x # of wks

Cost

1.	<u>Administrative Asst 1 (281021)</u>	<u>X 5</u>	<u>X \$17.60</u>	<u>X 8</u>	<u>X 40</u>

\$28,160

\$28,160

TOTAL:

Request For Information (RFI)

	Question / Inquiry	Program Response
1.	Please provide a thorough 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 Latinx Empowerment at De Anza (;LEAD!) is a retention-focused mentoring and leadership program for primarily frosh Latinx de Anza students. With the help of a dedicated academic counselor we create a 30 member frosh Latinx cohort and provide a year of shared classes in which a small group of faculty develop linked courses based on social justice themes. Faculty meet weekly to discuss the progress of our cohort and we have dedicated paid student mentors selected from the previous year's cohort (based on leadership potential) to help follow up on and retain struggling students. We provide a year of faculty-to-student and peer-to-peer mentoring support for their first academic year which is crucial for retention.

	Question / Inquiry	Program Response
2.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	<p>The courses link them to campus and off-campus community-building organizations. An example is during 2021-2022 ¡LEAD! partnered with de Anza's FA PAC, VIDA, HEFAS, and the Women, Gender and Sexuality Center as well as the California History Center in which coordinators Chesa Caparas and Tom Izu are working with the small groups of frosh ¡LEAD! cohort <i>research circles</i> to gather needed data from the community. For the CHC, data about historical ethnic communities in Japantown and for the Gender and Sexuality Center, data collected about the ways De Anza students are responding to the Women, Gender and Sexuality Center's programming. This year (2022) we partnered with CHC to collect oral histories on community-builders, folks who are known for developing social spaces dedicated to building a connection to past community work and the present generation.</p> <p>Another one of the exciting partnerships is with Kirsty MacKay and Jeanne Salander of Natural Area Restoration and Education Project (UNAREP) at the local Ulistac nature area where our ¡LEAD! students learn about the Ohlone's use of the local plants and trees as well as current political and social struggles of indigenous people to restore sacred lands in San Jose and beyond.</p> <p>In October ¡LEAD! Invited Antonio Moreno a Native American/Mexican American multi-racial arts activist who was part of the 40 year commemoration of the Indigenous occupation of Alcatraz island. He shared his perspective on native lands and his art work with our ¡LEAD! Mentors and mentees. We also participate in the <i>Day of the Dead</i> celebration and play <i>Macario</i> at the Mexican Heritage Plaza each year. We hosted other culturally specific community. Building sessions centering an Afro-Latino drummer who lead us in a drum circle and taught use traditional beats and justice songs. Since De Anza is a <i>HIS</i> (Hispanic Serving Institution) we feel our programming is appropriate for building meaningful longterm connections with Latinx students and thus retention.</p>

	Question / Inquiry	Program Response
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 Guiding Principles are available at www.deanza.edu/dasg/budget</p>	<p>¡LEAD! is a unique culturally specific program for first gen Latinx (and Latinx supporting) students that emphasizes reading, writing, mentorship, community building and social justice research. Our mentors and mentees take EWRT 1A and EWRT 2B, two mentorship classes (ICS 2A and ICS 2B) Intro to Peer Mentoring, Leadership, and Community Building. This unique mentor training linked course series, connects to their course in Sociology and/or Intercultural Studies course grounds in a social justice focused research. Students choose a community organization to work with then do a research paper about the issue that organization focuses on using peer reviewed social science research articles. The intention is to make their Fall quarter 12 hours of community participation meaningful on multiple levels. We encourage our ¡LEAD! Students to build their academic and community volunteer experiences in these first two years so that when they apply to transfer to a university they stand out. To ensure their success, we have an embedded counselor who speaks to them in class about important academic skills they'll need to be successful.</p>
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>	<ul style="list-style-type: none"> • Instagram event images • e-flyers that are circulated by email for all events and workshops • Canvas and in-class announcements • We also use our campus website to highlight key aspects of our activities.
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>¡LEAD! mentors are first generation Latinx students who identify as people of color. The topics we cover as a theme for the linked courses are all focused on intersectional justice topics including women's rights, indigenous rights, environmental justice and justice for ethnic communities in San Jose and beyond.</p>

	Question / Inquiry	Program Response
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>¡LEAD! create Canvas course shells for all our course offering and we meet with our students weekly through Zoom and some in person classes. ¡LEAD! Faculty and student mentors the De Anza community to share life experiences in Zoom and Zoom breakout sessions discussing things that matter to them and issues that affect them and their communities, like policing and economic inequality and justice movements. We do this especially in Winter quarter when we host the Global Issues conference in which we collaborate with the VIDA, HEFAS, CHC and the Women, Gender and Sexuality Center to have critical discussions, activities and plans for action on important world issues like the oppression of women, oppressive governments and oppression of sexual minorities.</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>Hourly Benefits (3200): Without our paid mentors and their commitment to supporting the frosh LEAD cohort, we would suffer as a program. They tend to work outside of school to support their families and require payment so they can work 5-8 hours for ¡LEAD!. We actually could use twice our budget to afford 5 mentors for the full year. We currently receive 18,000- between DASG and the LEAD Foundation but we need about \$30,000 for mentor pay alone for the academic year.</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"> • Number of total AND new active students over the past 3 years • Number of enrolments retained (stayed for more than a quarter) • Number of students enrolled in online services • Does your program serve a certain demographic or the whole De Anza population? • Racial demographics (if possible) 	<ul style="list-style-type: none"> • 30-member new Frosh Cohort • 5 paid Mentors • 30 enrolled in online services • Mostly Latinx students are served (about 100%)
2.	<p>STUDENT FEEDBACK</p> <ul style="list-style-type: none"> • Attach student feedback forms, surveys, etc. • How has your program responded to suggestions made by students in the previous year? 	<p>The program is a direct feedback loop between paid 2nd-year student mentors and their 3 assigned frosh mentees. The mentors discuss student needs with the Faculty and student mentors collaborate with faculty to create events, workshops, and research projects based on needs and skill development. All programming is in response to student needs.</p> <p>Responses to a LEAD 2022-2023 survey are as follow:</p> <p>“LEAD impacted me as a freshman by guiding me in my first year as a college student. It helped me create a special bond with not only my peers but also the professors. Building a “familia” made my first year of college go smoothly. I also learned community building skills that I continue to using. Being a LEAD mentor has pushed me to become more social with my peers and community and be more involved with the Latinx community.”</p> <p>Another student reported: “LEAD as a freshman allowed me to have a smoother transition into college by making all kinds of tool and tips that would be beneficial for me furinv my process of transferring or just my years here at De Anza College. This is something I then get to do for incoming freshman as a mentor as well. Not only has LEAD allowed me to grow in academic aspects but it</p>

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		<p>has also helped me grow as a leader and a friend to those in my community or colleagues. I find myself offering a helping can whenever I can but I've also become more comfortable asking for help with confidence. LEAD has allowed me to grow into a confident leader, member, and friend...for that I am truly grateful.”</p> <p>Perla, a current ¡LEAD! mentor wrote: “After my first year, when it was to late had I realized my mistake in not utilizing the resources I had laid out at my feet. Coming to college I was lost as to what is I should do, where to start off and continue without wasting time. I wanted to be efficient and get what I need to get done, done, after all my intention is to transfer. But how to do it right. That’s why when I was asked to be a mentor, I accepted. It was an opportunity to try again. This time as a mentor, I would teach others of my mistakes (so that it's not repeated) as well as learn new things. I want other to utilizes and feel comfortable as a college student, I want them to feel comfortable asking for help and reassurance...”</p> <p>Another LEAD student from the past 2021-2022 wrote:</p> <p>“LEAD has helped me become more confident as a leader by giving me multiple opportunities to facilitate events and talk among speakers. They have a wonderful mentoring program in which has taught me so many valuable skills on how to strengthen my capabilities as a mentor. ...The faculty within LEAD helped me come up with a plan so I could pass each class while the mentors helped direct me to valuable resources that were of great benefit to me. They also do a phenomenal job in showcasing workshops or events within De Anza that has helped me improve my engagement with the community. The program coordinator in LEAD was so kind as to nominate me for programs and potential scholarships that would help me as a transfer student. Not to mention, LEAD has a lovely counselor in which has helped me come up with a Ed plan so I know which classes I would need to attend a UC/CSU.”</p>

	Question / Inquiry	Document Name / Additional Response
3.	<p>FUNDING</p> <ul style="list-style-type: none"> • 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) • Attach account reports of all sources of funding 	<p>\$10,000 from the De Anza College LEAD FOUNDATION for general program support; pays for 5 mentor payroll currently. Account Number: 844586-55100099100</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: Steve Nava

Phone Number: 408.864-8200

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 Number: 408.864-8365

E-mail: cortezalicia@deanza.edu

Relationship to Project: Advisor

Position on Campus: Dean of Equity and Engagement

Approved by DASG Chair of Finance
Office of College Life - 8/23/2022)

(Produced by the