

# 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: LEAD Latinx Empowerment At De Anza

❖ Is this a new DASG account? Yes  No  DASG Account Number: 41-56540

2. Amount requested for 2021-2022 \$ \$34,000

Total amount allocated for 2021-2022 \$6,300

3. How long has this program existed? 15 years

4. Number of students directly served in this program: 700+

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

5. 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)? Yes all students benefitting are enrolled and contribute to the DASG fund

6. What would be the impact if DASG did not completely fund this request? The LEAD program has two sources of funding, the LEAD Foundation (\$10,000 for 2021-2022) and DASG funding which both contribute to fund our 5 student mentors. We were fortunate this year that one of our paid mentors received Federal Work study, but we are on a very tight budget. We deeply appreciate the DASG funds for guest speakers and the funds for student mentor payroll as it maintains our key component which is the paid mentorship which supports our new LEAD cohort of students.

7. **Total amount being requested for 2022-2023 (from page 3) \$ 35,656**

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

### Student Payroll (2310)

MUST ALSO COMPLETE THE 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.	Administrative Asst 1 (281021)	X 5 X \$17.50 X 8 X 40	\$28,000
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
		TOTAL:	\$ 28,000

## Hourly 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.	Administrative Asst 1 (281021)	1.52 %	\$4,256-
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
TOTAL:			\$4,256

## Supplies (4010)

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

	Item	Intended Use	Cost
1.	T-shirts	Promotion	\$250
2.	Cultural Day of the Dead Event	Outreach	\$100
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
TOTAL:			\$ \$350

## 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.	Welcome, Day of Dead and End of Year	Retention	\$500
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
TOTAL:			\$ \$500

## Printing (4060)

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

	Item	Intended Use	Cost
1.	Campus Event Posters	Event promo	\$200
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	\$200
TOTAL:			\$1,350-

**Technical and Professional Services (5214)**

(Limited Engagement/Independent Contractor Agreements,  
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.	Day of the Dead Poetry Workshop	Cultural Entertainment	\$100
2.	Justice Book talk	Cultural Entertainment	\$1,000
3.	Research apps transcription	Interview transcription apps	\$100
4.	_____	_____	_____
5.	_____	_____	_____
		TOTAL:	<b>\$1,200</b>

**Total amount being requested for 2022-2023 (also complete line 9 at bottom of first page)**

**\$ 35,656**

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

**Request For Information (RFI)**

	<b>Question / Inquiry</b>	<b>Program Response</b>
1.	<p>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?</p>	<p>The <b>Latinx Empowerment at De Anza (LEAD)</b> is a mentoring and leadership program for primarily new Latinx de Anza students but also serves other students as well. 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 (through our <i>LinC institute</i>). 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. Therefore we offer faculty-to-student and peer-to-peer mentoring support for their first academic year.</p> <p>In addition to mentoring we work with our paid mentors to develop workshops and invite guest speakers to learn and apply social justice lessons about current social issues and cultural histories that our students can relate to. For example we read books by journalists, social science authors and social justice activists like Yvonne Sherwood, Roberto Lovato, and Arturo Vega to speak to our students and do learning and community building activities together. LEAD is about sharing generational knowledge to build a better future. We do this by developing each others self-empowerment, communication skills, leadership skills and network.</p>

<p>2.</p>	<p>How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)</p>	<p>LEAD is a unique culturally specific program for first gen Latinx (and Latinx supporting) students that emphasizes reading, writing, and social justice research. They take EWRT 1 and 2, two Spanish classes with a mentor training component, and Sociology as well as Intercultural studies courses as part of their curriculum together as a cohort.</p> <p>Within the LEAD service learning/community engagement SOC 1 classroom, peer mentors engage with groups of learners, called 'research circles', to help develop 'action research' projects in which the cohort members (with the guidance of the instructor and paid mentors) are paired with a local community non-profit leader to research important issues in local communities and provide needed research insights and data for the non-profits. An example is the current partnership with Jaala Robinson of the RECS project that runs out of the Sacred Heart non-profit. RECS advocates for alternative policing models as a response to the call to justice of the Black Lives Matter Movement. LEAD students are collecting research data to support RECS's efforts to influence better and safer policing in San Jose.</p> <p>Another example is the partnership LEAD has with de Anza's Women, Gender and Sexuality Center and 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.</p> <p>Another one of the exciting partnerships is with Kirsty MacKay 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. The current research circle is researching this environmental issue as well helping pull invasive weeds and plant trees to support UNAREP's work at Ulistac. We are educating and helping the community through social justice and cultural awareness work.</p> <p>Recently in October we heard from 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 research team. We also planned a Dia de los Muertos poetry workshop at the Ulistac nature area to reflect on death, nature and healing as a community. Since De Anza is a <i>HIS</i> (Hispanic Serving Institution) we feel our programming is appropriate.</p>
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<p>3.</p>	<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>LEAD faculty and paid mentors help students succeed and enable them to achieve their academic and personal goals at De Anza College by providing a dedicated academic counselor who use culturally and social class-sensitive approaches to guiding them in their academic and career path. We also connect them to community members to add to their professional network (e.g.: non-profit leaders, university faculty researchers, book authors, and other professionals). Through these partnerships we build their confidence and leadership skills, offering them valuable civic engagement experiences, and chance to advocate for their fellow peers through 'student voices events as well.</p> <p>Student Voices is a main function of the Humanities and Social Sciences Equity Core team. It is a campus-wide series of town halls about issues affecting students. Faculty amplify issues that they see in their students and that students report to faculty. These events are usually two hours or more in length and tend to be attended by 40-60 faculty, staff, and students. LEAD students often help facilitate these and other campus events like the Roberto Lovato book talk for example, whereby LEAD students help develop a script, then run the campus discussion together, getting other students and faculty involved.</p> <p>As mentioned our work with the Ulistac Nature area is one of our most exciting and rich partnerships defending the local city environment while exposing students to job opportunities and ways to volunteer to preserve precious land. As a community we use very little materials and we try to minimize waste.</p> <p>Our peer mentors are hired for the whole academic year and we serve the 30 member frosh cohort their whole first academic year, nurturing them as they matriculate with resources (like internet hotspots, book funds, free textbooks, and even access to computers) for students in need. We pay close attention to current student needs and have our mentors meet with students in office hours to assess their minute to minute needs for retention.</p> <p>We collaborate with HEFAS, the CHC, the SSH division and others to enhance learning. We create socially and culturally relevant learning opportunities by nurturing the whole student in their learning. We also help our students connect to people and resources that will help them reach their academic and career goals.</p>
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	Question / Inquiry	Program Response
4.	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>LEAD promotes through Instagram and flyers that are circulated by email for all events and workshops. Our paid mentors do announcements in the beginning of classroom sessions as reminders. We also use our campus website to highlight key aspects of our activities.</p> <p>We are currently selecting a T-shirt logo design for LEAD t-shirts to wear at events for promotion.</p>
5.	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.	All our mentors are first generation Latinx students who identify as women of color. The topics we cover as a theme for the LinC courses are all focused on intersectional justice topics, like BLM and Indigenous rights. All of our frosh cohort are from Latinx workingclass communities and most struggle economically especially during this pandemic.
6.	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.	We have created Canvas course shells for all our course offering and we meet with our students weekly through Zoom and some in person classes. We do our best to invite all our students 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.
7.	Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.	<b>Hourly Benefits (3200):</b> 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.

## 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>	<ul style="list-style-type: none"> <li>• 29-member new Frosh Cohort</li> <li>• 5 paid Mentors</li> <li>• 29 enrolled in online services</li> <li>• Mostly Latinx students are served (about 100%)</li> </ul>
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>The program is a direct collaboration between paid peer mentors, enrolled students and faculty. Faculty discuss student needs with the mentors and students and suggest events, workshops, and research projects based on needs and skill development. All programming is in response to student needs.</p> <p><b>Responses to a polleverywhere survey elicited these anonymous LEAD student responses:</b></p> <p>“LEAD had helped me be more engaged with my community, understand my culture and it has also given me an amazing support system which I can go to if I am ever struggling. I am now more outgoing (not as shy as I was in the beginning of my freshman year) I now speak up. LEAD believed in me and I am so thankful to have this familia.”</p> <p>Another student reported: “It has helped me by guiding me on how school works and what groups I can to connect with.”</p> <p>Another 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</p>



	Question / Inquiry	Document Name / Additional Response
		<p>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>
3.	<p><b>FUNDING</b></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>\$10,000 from the De Anza College <b>LEAD FOUNDATION</b> for general program support; pays for 3 of 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 _____



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July 14, 2021

Dennis Cima  
Executive Director  
Foothill-De Anza Foundation  
12345 El Monte Rd  
Los Altos Hills, CA 94022

Mr. Cima:

Enclosed please find a grant check in the amount of \$10,000 to support Latino Empowerment at De Anza (LEAD), a program of the Vasconcellos Institute for Democracy in Action.

The funds are designated to offset the costs for LEAD interns (Peer Mentors). No portion of the grant may be used to pay for administrative or fiscal sponsorship fees.

Please send us a letter acknowledging this donation.

Sincerely,

Angie Briones  
Director of Grantmaking & Strategic Initiatives

Enclosures: LEAD grant award check  
Multiyear grant award letter

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ESTABLISHED 2001

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AUG 04 2021

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DA 22  
DA LEAD 01  
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