

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.

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: IMPACT AAPI
2. Is this a new DASB account? Yes No DASB Account Number: N/A
3. Amount requested for 2020-2021 \$ 0
4. Total amount allocated for 2020-2021 \$ 0
5. How long has this program existed? 12 Years (est. 2008)
6. Number of students directly served in this program: 90

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: _____

Trust Accounts: _____

Fund 15 Accounts: _____

FHDA Foundation Accounts: SEA-Student Equity Initiative (120036 220012 632000) \$6375.00

Grant Funded Accounts: _____

Other District Accounts: _____

Off-Campus/Off-District Accounts: _____

On-Campus Co-Sponsorships: _____

Off-Campus Co-Sponsorships: _____

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)? We encourage all IMPACT AAPI students to purchase a DASB card.

9. What would be the impact if DASB did not completely fund this request? Without this funding, the IMPACT AAPI program would not be able to bring any Asian and/or Pacific Islander (AAPI) speakers and authors (whose books we read in our EWRT and ELIT courses) to our campus. Additionally, our program budget does not allocate enough funding for any peer mentors who can serve as vital resources for our students each year. The value and experience that peer mentors offer to our students is invaluable and can help strengthen our overall program and services we can provide. As one of the only AAPI serving programs on campus, our funding is extremely limited for the amount of AAPI students we have active on this campus. We utilize the \$6375.00 dollars we are annually allocated to pay for a UC/CSU fieldtrip, 1-2 conferences (limited to only a few students in the program due to lack of funding), staff development and food/supplies—leaving no available funds to invite motivational AAPI campus speakers to visit and speak to our Asian and Pacific Islander students, faculty and staff, and the inability hire peer mentors to aid students in our program.

10. Total amount being requested for 2021-2022 (from page 3) \$ 14,950.94

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.	Peer Mentors	2 X \$16.35 per hr X 12 hrs/wk X 30 weeks	\$11,772.00
		TOTAL:	\$11,772.00

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	Total \$ x Percentage	Cost
1.	Peer Mentors	1.52% X \$11,772	\$178.94
		TOTAL:	\$178.94

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.	Author Visit	Cultural Event	\$1,200.00
2.	Pacific Islander Scholars (Speaker Series) 1 of 3	Cultural Event	\$600.00
3.	Pacific Islander Scholars (Speaker Series) 2 of 3	Cultural Event	\$600.00
4.	Pacific Islander Scholars (Speaker Series) 3 of 3	Cultural Event	\$600.00
		TOTAL:	\$ 3,000.00

Total amount requested (also complete line 10 at bottom of first page) \$14,950.94

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)	Our goal is to close the gaps in academic achievement and transfer among Asian American and Pacific Islander (AAPI) students at De Anza by focusing on Asian and Pacific Islander subgroups (especially Pacific Islander, Filipinx and Southeast Asian students) that are historically underrepresented in higher education. Our goal is to dismantle the “model minority myth” and gather disaggregated data to aid our disproportionately impacted AAPI students. This program is a learning community that is a part of the SSRS department. In this cohort-based program, students stay together through EWRT, ASAM and COUN/CLP courses in an academic year. Along with these courses, the components of the IMPACT AAPI program consists of initiatives to maximize positive academic achievement and cultural thriving among Asian American and Pacific Islander students. We include counseling, dedicated instructors, academic and career exploration, regular meetings, peer mentoring, community building and guidance until transfer. Additionally, the program hosts cultural and academic events throughout the academic year.
2.	Please provide how many students are actively engaged in your program. Backing it up with data will help.	Currently, there are 90 students actively engaged in the IMPACT AAPI program at De Anza College (we also support LinC/CREM and FLOW students). IMPACT AAPI students continue to enroll in courses at De Anza College after their first year of classes with our program and graduate/transfer within a span of 2-4 years. These students utilize our resources and services (counseling, computer usage, printing, tutoring, UC/CSU visits and cultural/academic events) until they complete their academic and career goals at De Anza College.

	Question / Inquiry	Program Response
3.	Why is your program important and what is the rationale behind having this program on campus? (250 words max)	<p>With 17 million Asian Americans and Pacific Islander in the US, representing 43 or more different ethnic groups there is much variation among AAPIs in culture and economic status. These differences in background have not been adequately addressed in the educational system, and Asian Americans and Pacific Islanders (AAPIs) have been lumped together and stereotyped as a "model minority" that is "taking over" US higher education. When looking at disaggregated data, it is shown that this is a false narrative that makes it easy for the education system to overlook these groups.</p> <p>According to the 2019-2022 De Anza Student Equity Plan, targeted groups who have been identified as disproportionately impacted are among the students that the IMPACT AAPI program serves (Pacific Islander, Filipinx and Southeast Asian students). De Anza's Student Equity Plan to increase transfer/retention rates among these groups directly coincide with the mission, values and goals of the IMPACT AAPI program. Most importantly, IMPACT AAPI is the only program targeted to serve AAPI students on campus at De Anza College (AAPIs are the largest student population on campus at roughly 36%).</p>
4.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	<p>Many of our students come into college as first-generation, low-income students with no sense of belonging to the campus and experience various levels of imposter syndrome. With these thoughts and the perpetuation of the "model minority myth" within our education system, many of our students are unsure if they are allowed to seek support and suffer in silence throughout college. IMPACT AAPI reaches out to these students by helping them navigate an unfamiliar education system and providing the support they need in order to stay in college, graduate and/or transfer. Many times, our program is the first introduction into ethnic study courses that directly represent our students' history, stories, voices and culture. By introducing AAPI authors, faculty and staff in our program, our students gain role models and the confidence they need to succeed within higher education. We work with AAPI students using a strengths-based approach that focuses on assets rather than deficits. Additionally, having programs like IMPACT AAPI break down the harmful and negative stereotypes that prevent disproportionately impacted AAPI students from gaining educational attainment, persisting and succeeding in higher education. Since IMPACT AAPI is also a part of the SSRS department, our students engage with and find similarities among other BIPOC communities on campus. These experiences help raise awareness against systematic oppression and gives them a diverse community to combat the injustices we all face.</p>

	Question / Inquiry	Program Response
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>Each year, our program does a program review to look over our student cohorts' academic progress. Over the past years, we have seen an increase in our students overall academic success at De Anza.</p> <p>We regularly schedule appointments with our students, at least once a quarter, to review how they are feeling about the program, what they like, and what they would like for us to improve on. Additionally, our instructional faculty and counselor/coordinator meet weekly to review the program and courses in detail, and improve or expand upon ideas which help our program more successfully support our AAPI students. Furthermore, annual and quarterly surveys are conducted to learn more about our students' needs and how we can address them each year and quarter. For example, a survey was implemented at the beginning of the quarter to find out how students were feeling about the program and coping with the COVID-19 pandemic. We specifically asked questions like if students had adequate resources to be successful online and began addressing those issues right away at the beginning of the year.</p>
6.	What are all 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><u>Student Equity Funds</u></p> <p>\$6375.00 was allocated for 2019-2020</p> <ul style="list-style-type: none"> • UC/CSU field trip transportation • Food and supplies • Conference registration and travel expenses (limited to a few students in the program due to budget) • Professional development

	Question / Inquiry	Program Response
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 www.deanza.edu/dasb/budget</p>	<ul style="list-style-type: none"> • IMPACT AAPI provides emotional and academic support to historically underserved AAPI students by helping them reach their academic goals (academic/personal goals; equity). • UC/CSU transfer workshops (academic/personal goals). • AAPI events and class speakers (diversity; equity) • Assisting and attending conferences such as APAHE and/or NPIEN (leadership; community development). • IMPACT AAPI activities are held during the academic year (fiscal year). • IMPACT AAPI students are encouraged and guided to purchase DASB cards (DASB Revenue) • IMPACT AAPI successfully offers a wide range of services with limited funding and a faculty member that serves as the sole counselor/coordinator for the program. This program has simultaneously supported the LinC and FLOW programs with academic counseling and faculty support, and partner with MPS each year (equity; community development; efficiency/quality). • IMPACT AAPI faculty support other events and departments on campus by serving on planning communities for the annual AAPI conferences hosted by Office of Outreach and Rock the School Bells hosted by Men of Color. Being a part of these planning committees allows IMPACT AAPI students with leadership opportunities within these conferences (equity, leadership, diversity, campus community development, efficiency/quality). • The IMPACT AAPI program is a cohort model that promotes belonging, understanding and place on campus. The curriculum provides students with required transfer courses that reflect their own history, culture and stories. These practices have increased and improved retention rates up to 15% percent from last year. It is expected increase even more since the program was rewarded a full-time (previously part-time only) faculty member this year (retention).

	Question / Inquiry	Program Response
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>The IMPACT AAPI program is the only program on campus that supports the needs of disproportionately impacted AAPI students at De Anza College. In alignment with the De Anza Equity Plan, this program is helping to close the gaps in achievement among targeted AAPI groups. Our program offers a dedicated counselor until transfer, a consistent English instructor for the year (to complete EWRT 1A/2), a cohort-based approach with AAPI instructional faculty and opportunities to partner with other equity groups on campus. Additionally, IMPACT AAPI partners with the Office of Outreach to create pipelines from high schools with high populations of AAPI students who may not have had programs like ours and are then directed to join our program at De Anza College to receive the support they need.</p>
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)	<p>IMPACT AAPI promotes our program to all students by reaching out to all counselors, faculty and staff at De Anza College, create formal presentations/student panels for prospective students on and off campus, word-of-mouth communication, social media campaigns (ex. Instagram), tabling and providing flyers for outreach and in reach events sponsored by campus, and advertisement through our website. Once the students have heard about our program, they are then prompted to fill out an interest form and the IMPACT AAPI counselor follows up with them directly. We mainly advertise our program on website and social media platforms (ex. Instagram, Tik Tok, etc.). Furthermore, the IMPACT AAPI program is heavily promoted at the AAPI conferences held at De Anza each year and the counselor provides workshops/presentation on how to join the program.</p> <p>During the next recruitment cycle, we will create additional flyers to promote IMPACT AAPI as well as the other SSRS programs at De Anza and will find more creative ways to engage prospective students online using social media campaigns.</p>

	Question / Inquiry	Program Response
10.	Explain how your program promotes equity on campus. (250 words max)	<p>The IMPACT AAPI program organizes and funds UC/CSU fieldtrips annually and have invited other student programs (like the FLOW cohort) to join. The programs we invite do not have the funding to rent buses for transportation so we support them by utilizing our budget to take other cohorts with us so that they are able to visit these places.</p> <p>Also, we partner with multiple equity programs on campus like MPS, Office of Outreach and Men of Color to promote equitable courses and events to all students each year. Examples include working with MPS to register our students into their programs, working with office of outreach to plan and table at event like the annual conferences for AAPI, Black and Latinx students. Also, helping to promote and support the Men of Color with their annual Rock the School Bells conference.</p> <p>Additionally, we have been building an IMPACT AAPI alumni network since many graduated students have returned in the hopes of creating a mentor/mentee program. We have been able to create a sense of generativity that will help more and more IMPACT AAPI students in the future.</p> <p>Furthermore, IMPACT AAPI participates in regularly scheduled divisional equity meetings to continually access the equity work we do as a division and ways in which we can support each other and the students we serve.</p>
11.	Please indicate which object codes are critical for DASB to fund this year.	Student Payroll (2310); Benefits (3200)
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.	<p>Our program has adapted to online services by getting our students prepared in the summer months before the fall quarter began. We implemented a summer bridge and COUN 5 week-long course where we covered online learning tools such as Zoom and Canvas. Additionally, they learned about the different resources on campus and how to access these things remotely online. Also, we prepped our students in individual counseling meetings and provided time in the summer to meet with us to answer any questions they had regarding transfer/graduation or De Anza's online services. After the fall quarter began, we sent out a survey to see how students were coping with online instruction and how our program could mitigate these issues early on to ensure our students were successful this school year.</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 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:	<u>Amy Wang</u>
Phone Number:	<u>x8894</u>
Email:	<u>wangamy@fhda.edu</u>
Relationship to Project:	<u>IMPACT AAPI Coordinator/Counselor</u>
Position on Campus:	<u>Counseling Faculty</u>
Administrator’s Name:	<u>Alicia Cortez</u>
Phone Number:	<u>x8365</u>
Email:	<u>cortezalicia@fhda.edu</u>
Relationship to Project:	<u>Supervisor</u>
Position on Campus:	<u>Dean of Equity and Engagement Division</u>

Approved by DASB Chair of Finance

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