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:_____IMPACT AAPI_____

2. Is this a new DASG account? Yes ☐ No ■ DASG Account Number:___41-56435___
3. Amount requested for 2022-2023 $_____11,272.78_____
4. Total amount allocated for 2022-2023 $_____$6200.00_____
5. How long has this program existed?_____13 years (since 2008)_____
6. Number of students directly served in this program:___135___
   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)?___We encourage and take all IMPACT AAPI students to purchase a DASG card during our summer bridge programming and throughout the academic year.___

8. What would be the impact if DASG did not completely fund this request? Without this funding, the IMPACT AAPI program would not be able to allocate enough funding for any peer mentors or peer tutors. These peer mentors and tutors are vital to the growth of the IMPACT program and serve as additional resources to help incoming students with tutoring, mentorship, and supporting the program with administrative and programming needs. Hiring peers also gives us the opportunity to develop our students as leaders in their own communities. The value and experience that peers offer to our students is invaluable, and can help strengthen our overall program and services we can provide. As the only Asian and Pacific Islander serving-program on campus, our funding is extremely limited for the amount of Asian and Native Hawaiian and Pacific Islander (NHPI) students we have at De Anza. 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, IMPACT graduation and food/supplies—leaving no available funds to hire students and foster leadership opportunites through our program.

9. **Total amount being requested for 2023-2024 (from page 3) $15,932.78**

   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.	Peer Mentor	2 X $17.90 Per hr X 12 hrs/week X 30 weeks	$6,444.00
2.	Peer Tutor	2 X $19.42 Per hr X 8 hrs/week X 30 weeks	$9,320.00
		TOTAL:	$15,764.00

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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.	Peer Mentor	$6,444.00 X 1.52%	$ 97.95
2.	Peer Tutor	$4,660.00 X 1.52%	$ 70.83
		TOTAL: $168.78	

Supplies (4010)
(Non-capital as specified; NO general office supplies)

Item	Intended Use	Cost

Food/Refreshments (4015)
(Must adhere to district Administrative Procedure 6331,
http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AKVUKX7C7F98)

Printing (4060)

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

Domestic Conference and Travel (5510)
(Must adhere to district travel policies,
http://business.fhda.edu/policies-and-procedures/ff-travel-policy.html,
and DASG Limitation and Requirements from the DASG Finance Code)

Item	Intended Use	Cost

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.		

Total amount being requested for 2023-2024 (also complete line 9 at bottom of first page)

$15932.78

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. 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?	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. For the second time, IMPACT AAPI has been able to hire peer mentors and tutors for the program. This has been a monumental shift for the program's growth and we have been able to integrate our peers into our classrooms and provide English tutoring services and peer mentorship. Participation in our community has increased 20% from last year and due to our peers providing once a month workshops/events that are fostering/strengthening community, helping students transfer, connecting our students to on-campus/off-campus resources and helping students overcome personal/emotional challenges. Also, it has allowed us to foster leadership within our peers and create the foundation for an alumni network. We are requesting an additional tutor since the tutoring needs for our students have increased this year with more in-person classes. We are the only AAPI serving program (learning community) on the De Anza campus.

	Question / Inquiry	Program Response
2.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	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. Representation on campus matters and it is imperative that our AAPI students are seen. This empowers our students to become leaders in their own communities and gives them the necessary skills to become agents of change. Most recently, needs of the community have risen since #stopaapihate began over the pandemic years. This opened up and reinvigorated the need for AAPI visibility and to call attention to the needed resources they need to thrive and be successful in these spaces.

3.	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	• Fund programs that help students succeed and enable them to achieve their academic and personal goals at De Anza College.
		• Since IMPACT AAPI is a retention-service learning community, one of the main goals of our program is for students to attain degrees and transfer or graduate from De Anza in a timely matter. Additionally, we work with students individually to help them accomplish long and short term personal goals and give them guidance/mentorship to succeed beyond De Anza College. Our program instructors, program and division are highly support of students in our programs and work collaboratively to help students reach their aspirations.
		• Fund programs that promote leadership, civic engagement, and student advocacy among all students.
		• With the help of DASG funding, we got the funding we needed to help foster leadership in our program by starting a peer mentor program. These students begin training to work with their peer and get leadership training to effectively make the environment for our students more welcoming, supportive and a space where they can engage with each other and advocate for their needs as a community.
		• Fund programs that promote diversity, equity, and inclusion among all students.
		• Our IMPACT AAPI program promotes diversity, equity and inclusion because our IMPACT students collaborate heavily with other learning communities (Umoja, Puente and FYE) to create events and programming to engage all SSRS students. Our curriculums also incorporate social justice issues, equity and inclusion, and makes students critically think about the world they live in from various perspectives. Also, our program accepts all students at De Anza (non-aapi as well) to make sure that students who need our services are able to join.
		• Fund programs based on the current value and needs of the program rather than solely on historical funding trends.
		• Historically, IMPACT hasn't had any outside funding sources and we are limited each year to one source. Our needs have extended beyond the funding we are provided and need to look for additional funds (like DASG) to expand and strengthen our programming.
		• Fund programs that benefit students during the 2023-2024 fiscal year.

	Question / Inquiry	Program Response

		• This finding request will benefit our 2023-2024 programming because it will allow us to continue to hire our peer mentors who have been integral in the expansion and improvement of the services we provide.
		
		• Fund programs that benefit DASG Constituents.
		
		  • Diversify leaders on communities and encourage to make change (especially through joining clubs, programs and DASG).
		
		• Fund programs that promote student retention by enhancing the quality of education at De Anza College.
		
		  • We are a retention program at De Anza and utilize classes and programming to ensure that students graduate at higher rates and are instructed by faculty that care about the quality of the curriculum and enhance methods of instruction by attended conferences, workshops and attend weekly faculty meetings.
		
		• Fund unique programs that fall outside the purview of what should normally be funded by the college.
		
		  • The IMPACT AAPI program in the only AAPI program on campus. We get a limited amount of funding and we are not state-wide like other learning communities. Our resources are also limited and we count on additional funding sources to improve and expand our programming.

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.	IMPACT AAPI promotes our program to local high schools, 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. Discord, 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. During the next recruitment cycle, we will create additional flyers/outreach events 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.

	Question / Inquiry	Program Response
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.	The IMPACT AAPI program organizes and funds UC/CSU fieldtrips annually and have invited other student programs (like the FLOW/PUENTE/UMOJA cohort) to join. The programs we invite sometimes 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. Also, we partner with multiple equity programs on campus like MPS, Office of Outreach, FLOW 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 First-Generation College Students, AAPI, Black and Latinx students. Also, helping to promote and support the Men of Color with their annual Rock the School Bells conferences. 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. 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.

	Question / Inquiry	Program Response
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.	Our program has adapted to online services by getting our students prepared in the summer months before the fall quarter began. Previously, we have implemented a summer bridge where we covered online learning tools such as Zoom, Canvas and college policies and processes. This year our Summer Bridge was in-person, but we also held sessions to show students how to use Zoom for our appointments for example. We also held and are holding both in-person and online counseling appointments and classes. At Summer Bridge and in COUN 5 (that I teach), they learned about the different resources on campus and how to access these things remotely online and in-person. We also prepped our students in individual counseling meetings and provided time in the summer to meet with us so that we could answer any questions they had regarding transfer/graduation or De Anza's online services. After the fall quarter began, we sent out our annual 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. From this survey, we were able to get students in need laptops from OTI so that every student had what they needed to succeed.
7.	Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.	Student Payroll (2310); Benefits (3200)

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.	ENROLMENT
	
	• 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)
		ENROLMENT *(Due to FERPA, we are unable to upload our rosters/list of students here)*
		
		• Number of total AND new active students over the past 4 years
		   • Total Students: 135 students
		   • Total number of new active students: 30 students
		
		• Number of enrollments retained (stayed for more than a quarter)
		   • Number of students retained over 3 years: 127
		
		• Number of students enrolled in online services (lower since in-person opened up).
		   • Online Services: 80 students
		
		• Does your program serve a certain demographic or the whole De Anza population?
		   • Our programs focus on serving FGCS who identify as Asian, and students who identify as Native Hawaiian and Pacific Islander.
		Racial demographics (if possible)
		   • Filipinx, Pacific Islander, Southeast Asian

2.	STUDENT FEEDBACK
	
	• Attach student feedback forms, surveys, etc.
	
	• How has your program responded to suggestions made by students in the previous year?
		STUDENT FEEDBACK
		
		• Attach student feedback forms, surveys, etc.
		   - Link Here: https://docs.google.com/spreadsheets/d/1t5eMFWnJ-_ZDUI6Ph1m9d-79Epv90aoLLKnslwsig1g/edit?usp=sharing
		   • How has your program responded to suggestions made by students in the previous year?
		   - Our faculty and staff meets every week to talk about what is working in the program and what needs to be improved. From these meetings, curriculum has been improved, we are in the beginnings of creating a new humanities course that will better service the students we are working with and have hired peer mentors to work in the program to provide support, guidance and strengthen the peer to peer connection and community. I also meet with my peers once a week to make sure we responded well to students

	Question / Inquiry	Document Name / Additional Response
		needs, suggestions and wants. We build activities and programming around this as well.
3.	FUNDING • 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	**Student Equity Funded** $6000.00 was allocated for 2022-2023 • UC/CSU field trip transportation • Food and supplies • Conference registration and travel expenses (limited to a few students in the program due to budget)

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: Amy Wang

Phone Number: X8894

Email: wangamy@fhda.edu

Relationship to Project: IMPACT AAPI Counselor/Coordinator

Position on Campus: Counseling Faculty

Administrator's Name: Alicia Cortez

Phone Number: x8365

Email: cortezalicia@fhda.edu

Relationship to Project: Supervisor

Position on Campus: Dean of Equity & Engagment