

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: Environmental Studies Area and Organic Garden
2. Is this a new DASB account? Yes No DASB Account Number: 41-57520
3. Amount requested for 2020-2021 \$ 23,000.00
4. Total amount allocated for 2020-2021 \$ 4,000.00
5. How long has this program existed? 49 Years
6. Number of students directly served in this program: 12-18k per AY

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: 0

Trust Accounts: 0

Fund 15 Accounts: 0

FHDA Foundation Accounts: 0

Grant Funded Accounts: 0

Other District Accounts: 0

Off-Campus/Off-District Accounts: 0

On-Campus Co-Sponsorships: 0

Off-Campus Co-Sponsorships: 0

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)? No students will be paid from these funds.

9. What would be the impact if DASB did not completely fund this request? ***Organic Garden Detail:*** This year's Covid 19/Shelter-In-Place reality highlighted many student needs and the global climate crisis. At the onset of our quarantine there was an immediate awareness of students who would not have their basic needs met of shelter, food and clothing. Prior to the shelter-in-place we were providing organic green onions and tomatoes from 2017 until we went into quarantine lockdown on March 13, 2020 to our campus food services. What we grew in our garden and provided to Food Services helped keep the cost of the food down and our extra abundance of food was provided to any students who wanted it. As a campus, we learned that many of our students have food insecurity that prevents them from having healthy food at zero or extremely reasonable cost to the student. I have several ES/ESCI faculty that are highly invested in helping our students learn how to grow organic and heirloom crops. We are working to create a bridge between food services, the campus food pantry and our Environmental Science program to teach in our labs how to grow organic and heirloom food crops, how to rid garden pests in a non-invasive/non-toxic way, how to collect seeds prep them for successive planting, etc. For many decades we have been hearing about the farm-to-table concept. But, one thing that sheltering in place taught us is that we can't be complacent and not have some valuable skills that we learn. We need to move from the farm-to-table and adopt a backyard garden-to-kitchen table concept and learn how to feed ourselves again. Our space and garden beds that we have created at the Kirsch Center for Environmental Sciences provides this opportunity for our students.

Cheeseman Environmental Studies Area: The shelter-in-place showed us the good and the bad of our times. There wasn't a lot of positive that many of us could pull out of this experience. But, one ray of hope that we

saw occurred in the beginning of our quarantine. When you would venture out of your house that once or twice in the first month to get much needed supplies and the roads were vacant. It was an eerie feeling but for me at my age, it was how I remembered the roads to be on any evening. There were such horrible things being reported at the time...cases of Covid-19 rising, New York's battle for PPE and hospitals beds, daily death tolls, news of sick patients dying alone in the hospitals. From this moment in time that we will never forget, the only small bit of positive news that we got to hear at this time was that Global Carbon Emissions dropped by 17-23% in April due to nationwide quarantine and the global reduction was also down. More and more of the public is agreeing that a greater focus on Climate Crisis is required and the need to curtail this crisis is now at the forefront of major issues. Also, equity continues to be a key factor for our De Anza students and especially for our targeted populations that we serve at De Anza. Many of the students at De Anza and other local K-12 and UC's/CSU's do not have transportation to attend several of the off-campus field trips. The ESA provides an outdoor experience here on campus that allows every student access to and is a complete teaching tool that students would otherwise have to travel 3-40 miles in order to participate in. The diversity of the ecosystems, micro-climates and plant communities in the ESA are what students are exposed to at off campus sites and they are able to perform tree keying, bird observations, water testing and microscope observations here in our ESA site. The CESA also serves as a training area for our ESCI students to learn how to do camera tracking with field cameras in the ESA prior to going out to areas where we hold permits for camera tracking to be conducted. The educational opportunity and experience that this arboretum provides all students would be greatly impacted and would jeopardize the learning experience for De Anza students and the many K-12 students who come for field trips to our outdoor arboretum. The De Anza administration, student leaders and students are very involved in the mission of creating a sustainable campus and the ESA is a historical component of the campus that has been here for 48 years teaching the concepts of sustainability, environmental protection, environmental awareness, water science, restoration practices and gardening with California Native plants for water conservation purposes. If DASB didn't fund this request, our sustainability and equity efforts would be delayed significantly in our ability to move through the many phases of improvement and maintaining of the ESA. We strive to create an equitable learning environment for all students. ESA is an extremely valuable live lab that our students and many others within our community can benefit from. In order to keep the CESA operating as it has traditionally done, we need to have the funding to effectively maintain it. We are undertaking a lot of restoration projects which requires a lot of materials and tools, without funds we will not be able to continue restorative and enhancement projects and keep the CESA open for our students and the community.

10. Total amount being requested for 2021-2022 (from page 3) \$ 33,000.00

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>Soil, sand, native plants, gardening tools, educational material for</u>		<u>\$33,000</u>
<u>-Tours and labs, signs, aquatic supplements and tools for the pond, irrigation supplies, heirloom and organic seeds, seed germination containers, materials for additional garden beds, composting equipment, vermiculture materials, hoses, grid wire, staining materials, water scopes, chainsaws, tulle materials, etc.</u>		
	TOTAL:	<u>\$33,000.00</u>

Total amount requested (also complete line 10 at bottom of first page) \$ 33,000.00

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)	<p><u>EQUITY continues to be a key factor for our De Anza students and especially for our targeted populations that we serve at De Anza. Many of the students at De Anza and other local K-12 and UC's/CSU's do not have transportation to attend several of the off-campus field trips. The ESA provides an outdoor experience here on campus that allows every student access to and is a complete teaching tool that students would otherwise have to travel 3-40 miles in order to participate in. The diversity of the ecosystems, micro-climates and plant communities in the ESA are what students are exposed to at off campus sites and they are able to perform tree keying, bird observations, water testing and microscope observations here in our ESA site. The CESA also serves as a training area for our ESCI students to learn how to do camera tracking with field cameras in the ESA prior to going out to areas where we hold permits for camera tracking to be conducted. The educational opportunity and experience that this arboretum provides all students would be greatly impacted and would jeopardize the learning experience for De Anza students and the many K-12 students who come for field trips to our outdoor arboretum. The De Anza administration, student leaders and students are very involved in the mission of creating a sustainable campus and the ESA is a historical component of the campus that has been here for 48 years teaching the concepts of sustainability, environmental protection, environmental awareness, water science, restoration practices and gardening with California Native plants for water conservation purposes. If DASB didn't fund this request, our sustainability and equity efforts would be delayed significantly in our ability to move through the many phases of improvement and maintaining of the ESA. We strive to create an equitable learning environment for all students. ESA is an extremely valuable live lab that our students and many others within our community can benefit from. In order to keep the CESA operating as it has traditionally done, we need to have the funding to effectively maintain it. We are undertaking a lot of restoration projects which requires a lot of materials and tools, without funds we will not be able to continue restorative and enhancement projects and keep the CESA open for our students and the community.</u></p>
2.	Please provide how many students are actively engaged in your program. Backing it up with data will help.	<p>De Anza students: 3K-4K per quarter K-12: 900-1,100 per academic year UC/CSU's: 1K-2K per academic year Public Sector: 500-600 per quarter</p>

	Question / Inquiry	Program Response
3.	Why is your program important and what is the rationale behind having this program on campus? (250 words max)	This program has been on the De Anza campus since 1971 and is utilized by many disciplines on the De Anza campus (ES/ESCI/BIO/ART/ECON/ESL/FILM/etc.) for the intrinsic value that it serves the college and the community. It is deemed an outdoor classroom environment and has been an important learning tool for many students in the 48 years that it has been on the De Anza campus. It also partners with many organizations from on/off campus.
4.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	It educates students and the public about climate change, environmental protection, water rights, restoration, stewardship, WATER CONSERVATION, California Native Plants and co-existence of plant and animal species.
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.	I meet with faculty, students and administration throughout the year to get feedback on additional research and restoration projects that our department can take on to enhance student outcomes and learning experiences. Several Zoom calls to the ESCI faculty during this shutdown has concurred with the ideas and direction of the CESA/Organic Garden Plan. The ideas we discuss and vote to implement are from several surveys that the ESCI faculty give to their students every quarter to find out what our students want their hands-on learning focus to be.
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)	DASB Funded only from the time that the idea for the CESA was created in 1971 by biology instructor Doug Cheeseman until now. The DASB since 1971 has always financially supported this student learning tool.
7.	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	Our program has provided many students a space to learn and do research in an actual outdoor classroom environment. Many students have taken classes from our ES department that would never have access to the incredible natural environment that we supply/support. The CESA is a showcase for other restoration programs to follow (SBCCC, Green Foothills, CNPS and other restorative areas in Santa Clara County). Many of our students have gone on to work for many of these programs after having the experience of volunteering or doing community service in the CESA.
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)	The CESA is the first of its kind to exist on any California Community College since 1971. There is not another 1.5-acre arboretum that exists within the CCC system.

	Question / Inquiry	Program Response
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)	We utilize any tabling events at De Anza to promote our program and area every quarter. Student volunteers go to the ES/ESCI classes at the start of every quarter to promote the CESA. We are an area that provides community service or volunteer opportunities for students from many classes on the De Anza campus every quarter/
10.	Explain how your program promotes equity on campus. (250 words max)	Being on the De Anza campus promotes equity by the simple fact that students can learn outdoor plant identifications, species recognition and camera tracking work and not have to travel by car or bus to an offsite location to do the same work and research that they can do right here on their own campus. This saves the environments from released emissions of CO2 and saves students time from having to travel off campus to field trip sites.
11.	Please indicate which object codes are critical for DASB to fund this year.	I categorize my funding request under Supplies always, I would appreciate as much funding as possible this year. If you walk outside the fence line of the ESA and the Organic Garden, you will see for yourself that a lot of work is going to be required to these areas when we return to campus.
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.	I am providing a weekly lesson via Zoom on various California Native Plants and cultural needs both historically and in the future. Teaching about native plants and the medicinal and cultural values of native plants and about how to grow food for oneself is truly on hands on experience. Yes, one can provide presentations of how to maintain and flourish in these garden concepts is best taught "live."

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>Diana Martinez</u>
Phone Number:	<u>408-864-5446</u>
Email:	<u>martinezdiana@fhda.edu</u>
Relationship to Project:	<u>Coordinator of CESA & Organic Garden & KCES labs</u>
Position on Campus:	<u>ESCI Lab Coordinator</u>
Administrator’s Name:	<u>Anita Muthyala-Kandula</u>
Phone Number:	<u>408-864-8773</u>
Email:	<u>kandulaanita@fhda.edu</u>
Relationship to Project:	<u>Dean, BHES</u>
Position on Campus:	<u>Dean, BHES</u>

Approved by DASB Chair of Finance

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