

Dear Prospective SFRB Applicants,

Please review the [Board of Regents Policy 4.7](#), [University Business Policies and Procedure Manual 1310](#), and all instructions provided in the application, fill out the application, and submit **both an electronic copy and 15 three-hole punched hard copies to the Graduate and Professional Student Association (GPSA) office at the address listed below by Monday, December 16, 2013 at 5:00pm.**

Before proceeding with the application, read carefully the instructions on page 3, noting particularly the itemized budget and source of funding requirement. Applications that do not provide an itemized budget of how SFRB funds will be used will be considered incomplete and may be rejected on those grounds. The SFRB will not recognize applications that reflect estimated salary increases based on projected or anticipated legislative action from the 2014 New Mexico State Legislative Session.

When returning the completed documents to the GPSA office, **remember to submit an electronic copy of the application and budget (saved on a CD) and submit 15 double-sided, three-hole punched hard copies**, as the application cannot be processed prior to receipt of both the electronic and hard copies.

SFRB applications will be reviewed by the Board members and made available for general student input (via the [SFRB website](#)) on December 20, 2013. The Board will be hosting the departmental hearings January 16, January 17, and January 18. The date and time of your department's hearing will be posted no later than December 23—please make sure to note your preference regarding the day of your hearing. The hearing schedule will be posted on the SFRB website and an email will be sent to the contact listed on each application. It is strongly encouraged to have student-decision makers in your department lead your SFRB hearing presentation.

As you complete the application keep in mind that the student activity fee is used to support a variety of student activities that enhance the academic and intellectual environment at UNM by encouraging, contributing to, or providing appropriate services which create a more complete environment for students at UNM.

Questions relating to applications can be directed to the Board at the below address or telephone. Furthermore locations of meetings will be published on the SFRB website.

Thank you for your interest in participating in this year's SFRB process. We are looking forward to a productive year.

If you have any questions, please do not hesitate to contact me.

Sincerely,
Priscila Poliana
Student Fee Review Board Chair
GPSA President
SFRB.unm.edu
(505) 277-3803

2013-2014 Student Fee Review Board
Funding Request Application

UNM, Community Engagement Center
Name of Department

Kiran Katira
Dean/Director

Operations Director
Title

**400 Cornell Drive,
MSC06 3715, SSC Suite 255E
1 University of New Mexico
Albuquerque, NM 87131-001**
Campus Address

505-277-5158
Campus Phone

kkatira@unm.edu and unmsc@unm.edu
E-mail Address

\$4
Amount requested per Full Time Enrollment (FTE)
(As a guideline, this year's FTE is **23,620**. Amount above x FTE = Total estimated allocation.)

CERTIFICATION

I certify that the statements herein are true and complete to the best of my knowledge and accept the obligation to comply with the terms and conditions of the Student Fee Review Board.

Kiran Katira
Submitted By (Print Name)

Department Head Signature

Date

Please submit an electronic version of this form via email to sfrb@unm.edu and a hard copy original of this form plus 15 copies to the GPSA Office, SUB # 1021.

By Monday December 16, 2013, 5:00 PM.

***Late applications will not be accepted.**

Instructions for 2013-2014 SFRB Funding Request Package

- 1) Fill out the attached funding request application and budget summary spreadsheet. Please ensure completion of entire application.
- 2) If you have previously received SFRB funds, review the attached letter sent to your department/program on behalf of last year’s SFRB and make sure to address these recommendations in your application.
- 3) Complete the funding request questions below in a concise and organized manner. All questions must be addressed in the order they are presented below. If a question is not applicable to your department/program, please insert “not applicable” in response to the question, and comment on why it is not applicable.
- 4) Include itemized budget information for the entire department on the budget form, not just the programs proposed to be supported by SFRB funds. *See below.
- 5) **Please ensure the following:**
 - a. **Application is typed**
 - b. **Each question is written out with its answer beneath it.**
 - c. **Pages are numbered.**
 - d. **Three holes are punched on the left side of application.**
 - e. **Application is not bound or covered**
 - f. **Application is copied double-sided**
 - g. **Submit the original and 15 copies of the application**
 - h. **Submit an electronic copy (via email to sfrb@unm.edu) of the application and budget saved under the name of the organization as PDF files. Please put the name your organization in the subject line.**
- 6) The entire application is completed, this includes comprehensive budget for the entire department. The budget must include **all funding sources** (ex: I&G, Grants, Department, etc.) and **specify which items will be funded by SFRB funds. Thank you.**

SFRB Timeline

Applications Available	Monday, November 4, 2013 (SFRB.unm.edu)
Application Workshops (Voluntary for applicants)	Thursday, November 21, 2013, Noon-1:00pm, Acoma A&B Friday, November 22, 2013, Noon-1:00pm, Acoma A&B
Application Deadline	Monday, December 16, 2013 5:00pm GPSA Office
Hearings	Thursday, January 16, 2014, 10:00am-5:00pm, Ballroom A Friday, January 17, 2014, 10:00am-4:00pm, Ballroom A Saturday, January 18, 2014, 10:00am-2:00pm, Ballroom A
Student Fora	<i>Tentative:</i> January 22, 2014, 5:00-6:00pm, SUB Atrium <i>Tentative:</i> January 23, 2014, Noon-1:00pm, SUB Atrium
Deliberations	<i>Tentative:</i> Saturday, February 1, 2014, 9:00am-5:00pm, Cherry/Silver <i>Tentative:</i> Sunday, February 2, 2014, Noon-5:00pm, Cherry/Silver
Preliminary Rec. to SBLT	Saturday, February 15, 2014
Final Rec. to SBLT	Saturday, March 1, 2014

Hearing Schedule: *All applicants will be scheduled for 30 minute hearings*; 15 minutes for presenting and 15 minutes for questions from the Board. *Applications requesting over \$350,000 in student fees will be scheduled for 45 minute hearings*; 15 minutes for presenting and 30 minutes for questions from the Board.

Note: Chartered Student Organizations are NOT eligible for SFRB funding

***new applicants and/or those that did not receive funding last year do not need to complete items 6, 7, 18, and 19**

SFRB Funding Request Questions

Introduction

- 1) Provide a description of the services provided by your department/program, and how they support the mission of the University.

**Please note that the Community Engagement Center's (CEC) name was changed from Community Learning and Public Service (CLPS).*

The Community Engagement Center (CEC) was formed in 1997 by faculty, staff, students, and community members who wanted to better mobilize resources and assets in the community and the University of New Mexico to address community identified needs through research, policy initiatives, teaching, and service. The mission of CEC is to nurture the leadership of the next generation of civically minded youth of color from local neighborhoods for community capacity building. The primary initiative to actualize this mission is the UNM Service Corps.

UNM SERVICE CORPS – A collective of 150 AmeriCorps members, most are New Mexican students from the University of New Mexico and Central New Mexico Community. They apprentice with strong community leaders in over 40 community-based organizations. The apprenticeship model is based on long-term relationships and partnerships with some of the strongest non-profits and community based organizations in Albuquerque working on education, economic, and health equity issues. The leadership development of UNM Service Corps is grounded in long-term civic engagement. The program focuses on:

- strategic recruitment of low socio-economic UNM/CNM students from local neighborhoods;
- placement in strong community based organizations (CBO's);
- connecting community based experiences with program of study; and
- leadership development through on-going professional development led by CEC Interns (SFRB funding), which includes workshops, retreats, site based visits, symposia and mentorship.

IMPACT –

- Provides 150 university students employment
- Provides \$130,000 in scholarship a year for university students
- Opportunity for career exploration for university age students
- Leadership development for low socioeconomic university students of color
- Impacts more than 1500 children, youth, and families in over forty neighborhood sites

***The CEC Interns and Graduate Assistants are the student leadership group within the UNMSC (this is the group we are seeking SFRB funding to support).**

Experiences for the Corps members are within these six distinct focus areas

Community Schools

Corps members serve in neighborhood driven community schools projects, which include nine elementary after school programs, two middle school programs and two high school projects. Site facilitators at each site are supervised by Albuquerque Public Schools/Charter School administration. Corps members design and implement curriculum based on a holistic, integrated, community-based approach to literacy for children and family, which includes ESL for parents. Many of the sites are full-service sites.

Tribal Service Corps

Corps members, most of whom are Native American students serve in the Native American Community Academy, the first Native American charter school in Albuquerque. The TSC design and implement activities in the afterschool program to promote the school's emphasis on cultural identity development, health and well-being, academic preparedness, leadership and community-service.

Youth Development

Corps members serve in projects which include four civic engagement projects for teens and five campus-based mentoring and community-engagement projects, which include campus-based youth radio. Projects focus on high school and college age youth connecting their academic programs of study to larger socio-political issues and college preparedness.

Community Health

Corps members serve in some of the most innovative community health projects within the state. Project sites include: a statewide network called FoodCorps; an affordable health care clinic in the South Valley; a behavioral health clinic in one of the most marginalized communities of Albuquerque; a program that serves people with disabilities; a full-service pre-school for children of families in distress; and community-health clinics in rural New Mexico that utilize grass-roots food and nutrition non-profits. A recent partnership with Health Sciences will have Corps members work on ACA education for college age students at UNM and branch campuses.

Economic Justice

Corps members serve in existing sites, utilizing lessons learned from leaders in a community-based multi-service center. Students co-design and implement workshops and curriculum focused on the providing children and families the information and skills they need to understand financial institutions and take steps to becoming financially literate. Services include assistance to families undergoing extreme financial distress, including foreclosures and bankruptcy.

Community Sustainability and Development

Corps members serve in a variety of grass-roots community projects which include: alternative approaches to the juvenile justice system through cultural reclamation and healing; a young women's empowerment project; environmental justice projects that work on re-connecting community to traditional farming practices; community gardens; and a project to help youth and families access resources and learn skills in community mobilization.

The key areas CEC addresses regarding student success at UNM

Graduation and retention – Sample study of UNMSC cohort shows a graduation rate of 52.2% within 4.5 years, and an additional 37.6% of that cohort is still in school. Thus, 89.8% have graduated or are still in school after 4.5 years. Moreover, the students discover a reason to study and graduate as they find purpose in what they are doing.

Cost of school – The cost of college is a serious issue that effects graduation and retention. The UNMSC provides university students the opportunity to earn an hourly wage while doing purposeful work within their field of study. In addition to the hourly wage, all eligible students can earn up to 4 AmeriCorps Scholarships worth over \$10,000.

High impact activities – UNM Service Corps exemplifies the work of Dr. George Kuh. Almost all of the high impact activities outlined by Dr. Kuh reflect the experiences UNMSC have been receiving for the past 15 years. This shift in culture at UNM, where community engagement, career exploration, and critical thinking are valued has been very affirming for our organization.

Careers after college – Through the UNMSC, UNM students explore careers through apprenticeships. Many of our students discover what they want to do after college through these real world experiences. Some are hired by the organizations they serve with. All students have a more robust resume that includes real world experience and membership in AmeriCorps, a nationally recognized network.

Leadership and mentoring – Each UNMSC member has strong peer support from the CEC Interns and their UNMSC team at the site level. Additionally, they receive mentorship from their community-based site leader and graduate assistants from UNM. CEC also works in collaboration with McNair/ROP, Men of Color Initiative, PNMGC, RSLP, ENLACE, El Centro de La Raza, Africana Studies, Native American Studies, and the College for Social Transformation. UNMSC and members in these organization have formed strong partnerships so that students can receive the multiple benefits from the different organizations.

The perception of UNM in the community – UNM does not have a positive reputation in the community as a whole. UNMSC members provide on-going support to neighborhood projects and become positive ambassadors for UNM. We have strong testimony from at least 10 of our neighborhood projects to affirm the impact of CEC/UNMSC in the community.

- 2) Provide a brief description of the history and future plans of your department/program. Please briefly describe services offered that are unique to the University.

The UNM Service Corps (UNMSC) is the only AmeriCorps program on campus, bringing in approximately \$130,000 in scholarships for students each year. We provide 150 students a form of employment that connects their life aspirations and career aspirations to community service. Students are immersed in community based projects, approximately 20hrs/week for at least one year. Students receive higher level skills in critical thinking, building relationships across disciplines, and real world problem solving in community.

The UNMSC was formed in 1997 by faculty, staff and students, and community members interested in better mobilizing the University of New Mexico's resources and talents towards ever increasing civic engagement. UNMSC is a program within the Community Engagement Center (CEC), and is housed within Student Affairs. CEC serves the entire campus and the state of New Mexico. CEC has a 15 year track record of being one of New Mexico's most innovative community oriented learning organizations.

CEC began when community members asked us to participate in addressing community identified needs, to this day we only collaborate with projects where we are invited. CEC programming has grown to impact more than 40 communities and neighborhoods statewide. We intentionally work in underserved settings, which include locations where there are low performing and academic probationary schools, dropouts and teen pregnancy rates are high, and where young people have often given up on education and learning from institutions. This is where New Mexico's most culturally and linguistically diverse student populations reside. CEC focuses on the margins of our society and the populations that receive the least sustained support to succeed in the educational system. CEC is part of a national network through the University of Pennsylvania and The Bonner Foundation out of Princeton, NJ. Our national partners often turn to us to guide their thinking on university assisted community engagement. Our greatest support comes from our students and community partners who have advocated for us on a number of occasions to receive funding.

The future of CEC is guided by on-going student and community feedback, the most recent of which has guided us to:

- Increase collaborations between sites and university allies for collective impact
- Sustain and deepen the programs at our current sites
- Increase the number of students who receive CEC Leadership opportunities and training (the project for which we are requesting SFRB funds)
- Increase number of dual credit classes we offer to strategically recruit high school students into the program
- Academic connections with Native American Studies, Africana Studies, Chicano Studies, Sustainability, and Health Sciences to formalize the connection between the projects and departments on campus (SFRB funds will help support this).
- Provide opportunities for undergraduate research through McNair /ROP for students to be involved in Community Based Research
- Initiatives such as Economic Justice, TeacherCorps, and Community Health Corps will be supported by CEC Interns. Interns will support Service Corps members in connecting their academic program to the community service site through workshops, retreats, and internships with non-profits to deepen the learning and skills needed to pass on to Service Corps members (SFRB funds will help support this effort).
- CEC plans to document and evaluate impact of programming utilizing graduate students and faculty mentors (SFRB funds will support this initiative.)
- Create the CEC minor in collaboration with academic departments

CEC Interns

The CEC Interns are a core group of energetic and passionate UNM Service Corps members who are deeply committed to social justice and have a strong desire to create deeper change in local communities. CEC Interns take a leadership role and support the 150 Service Corps members. CEC Interns meet on a weekly basis to network, learn & develop skills, and plan & implement projects. Part of their responsibility is the leadership development of the 150 UNMSC members who serve at sites. This involves site visits to the various projects and designing and implementing workshops and retreats for the Corps. CEC Interns are highly encouraged to enroll in courses that are part of CEC. CEC has developed a program of studies for UNMSC members to enrich their experience; this program of study is being developed into a UNMSC minor and certificate program for students interested in Community Engagement.

CEC Graduate Assistants

The Graduate Assistants are all socially conscious, passionate individuals who are recruited for their critical thinking skills and for their ability to align their career and life aspirations to community engagement. They provide strong leadership for the Interns and strategic direction for the organization as a whole. The history of CEC is that previous Graduate Assistants have become full time staff, including the current director and two of the current full time staff.

SFRB Budget Overview

- 3) Specifically state which line items will be covered and to what extent by SFRB funds. What is the anticipated impact on the student population?

5 CEC Interns (20hrs/week at \$9.50/hr. = \$9,000 x 5)	\$45,000
Graduate Assistant for Program Development/Support (0.5 FTE)	\$20,000
Graduate Assistant for Evaluation/Documentation (0.375 FTE)	\$15,000
Operating budget (see below)	\$14,480

TOTAL \$94,480

Operating budget overview:

Monthly workshops/retreats training material (100 x 10) + Symposium (500)	\$1,500
Monthly workshops refreshments (100 x 10) + Symposium (1000)	\$2,000
Presentation by Interns at national conferences (1,100 x 5)	\$5,500
Telephone	\$2,000
Copying	\$2,480
Consultants and speaker honorariums	\$1,000

Student Impact:

- Scholarship and hourly wage - Each student receives an hour wage of \$9.50/hr., which amounts to approximately \$9,000 a year. In addition, they have the opportunity to receive four scholarships, a total of \$10,800 after completion of AmeriCorps/UNM Service Corps hours. The AmeriCorps Educational Awards helps students pay for tuition and books, which directly

impacts the retention and graduation rate at UNM. CEC has brought in over \$1.4 million in scholarship for students at UNM through AmeriCorps.

- Experience in their field of studies – We have a long history of UNMSC members being hired by the non-profits they serve. This experience is invaluable in an era when jobs are scarce. In addition, their Service Corps experience gives them a multi-disciplinary approach to learning.
- Recruitment, Retention, and Graduation for UNM – We have much higher graduation and retention rates than the UNM average. Almost everything we do is considered high-impact as defined by Dr. George Kuh. We recruit high school students and CNM students into the UNMSC who often go to UNM due to the social networks they form within the Corps. Additionally, our UNM students have reported in their exit interviews that the experience had an impact on them in completing their degree and graduating
- Informed citizenry – The UNMSC are receiving a parallel education, where they learn from community leaders and are able to understand real world issues in society. This experience when coupled with classes at UNM results in long term civic education that better prepares them for the society they will soon enter.
- Leadership development – UNMSC work in teams with community members, where they are given the opportunity to design and implement projects. CEC Interns support projects include: community arts for Native identity development, college access and leadership for students of color, Men of Color Initiative, gardening for community sustainability, immigration rights, antiracist education, and financial literacy.
- Students have the opportunity to learn from national platforms. CEC Interns and graduate student hosted the National Impact Conference in spring 2013 here at UNM with over 550 national and local university students. The three day conference included over 110 workshops, 4 keynote speakers, and service learning projects focusing on critical dialogues, reflection, and community engaged scholarship. They recently hosted the 3rd Annual CEC Symposium, which allowed students the opportunity to share they community based learning and research in professional presentations.

- 4) What outside sources of funding (i.e. not SFRB funding) has your department or program sought out in the last fiscal year? Please distinguish individual departments within UNM in which funds were requested.

During this last fiscal year, CEC has sought out funding from the following sources:

McCune Foundation - \$20,000 - approved
W. K. Kellogg Foundation - \$335,362- approved
HSC funding for ACA education - \$38,000 - pending
Provost's Office - \$54,000 - approved
NMEFCU, Citi and Wells Fargo - \$7,000 – approved

- 5) What budgetary increases or decreases from other funding sources (i.e. not SFRB funding) do you anticipate compared to your budget from last year? Please explain.

The W. K. Kellogg Foundation has indicated that they will reduce funding for the next fiscal cycle (2014-2015) by approximately 25%. They are asking us to seek additional funding from UNM. They will continue supporting us if the institution shows its commitment. Additionally, the funding from the Provost's office is one a year to year basis. We will petition to have the funding continue, but there are no guarantees.

This uncertainty underscores the vital need to increase our SFRB funds, especially for our students.

- 6) Describe in specific detail any increase in SFRB funding being requested and how that increase in your department/program will directly impact the UNM student population.

2013 – 2014, CEC requested \$110, 000 from SFRB. We received \$92,276. The initial amount was \$76,879 with an additional amount awarded of \$15,397.

We realize everyone needs to be fiscally responsible in these times. So, we are not requesting any more than is absolutely necessary. Last year we received \$76,879 with an additional amount awarded of \$15,397, this gave us \$92,276 for the project we are requesting funds for.

The reality of our organization in numbers:

We provide 150 students a form of purposeful employment by leveraging a number of funding sources including SFRB, work study, community sites, and foundations. This in real terms is approximately \$1.2 million for undergraduate students. In addition we have 5 undergraduate, 5 graduates, and five staff to oversee the whole organization, which comes to approximately \$325,000. We also provide approximately \$130,000 in scholarships. Our general expenses for the organization are approximately \$25,000. The total needed is **\$1.5million**. Yet, we are able to make this happen with **\$505,053**.

Kellogg is going to reduce funding next year to approximately \$255,000. This is a reduction in over \$80, 000. This reduction will impact students getting these opportunities.

The SFRB request for this year will be increased by \$17,601 to \$94,480. This will offset the impact on students.

- 7) If last year's SFRB budget items were spent on other expenses please provide a brief explanation.

Last year's SFRB budget items were not spent on anything other than those items originally stated.

Relationship to and Cooperation with the UNM Community

- 8) UNM is a Hispanic/Minority serving institution, How has your department or program contributed to or engaged in this mission?

Our organization has a social justice and antiracism mission. Our education, programming, and practices reflect this priority and contribute to UNM's mission to serve Hispanic/Minority students in the following ways:

Programmatic and policy:

- We strategically recruit low socioeconomic students of color to participate in community engagement opportunities that allow them to connect their academic aspirations to community engagement
- 70% of our students are low socioeconomic students
- Almost 99% are student of color from New Mexico, approximately 65% of them are first

generation college students

- With regard to leadership development, of our five staff, all are people of color. Of our five graduate students, all are people of color. Of our five interns, all but one are people of color
- UNMSC students have a higher retention and graduation rate than like students
- Our classes and workshops have a social justice/equity focus, which helps students of color affirm their cultural norms, develop a positive racial identity, and understand the root causes of inequities in society, all of which has shown to improve academic achievement in current research
- Students of color have the opportunity to apprentice with strong community leaders working on issues of equity, where they learn to understand the potential of their role in affecting positive change for a just society
- Our organization is partnered with Project for NM Graduates of Color, which allows them to receive culturally responsive mentorship and academic supports
- Our organization believes in multiracial coalition building so that all people reach their full potential, which is why we strategically work with all ethnic centers and services
- Each one of our retreats, conferences, and symposia have an intentional focus on equity and inclusion. Allowing students at UNM and across the nation to engage in professional presentations that affirm their epistemology

Coalition building on and off campus:

- Our organization is one of the founding departments for the development of the College for Social Transformation; forming a new college within UNM that strategically addresses inequities in society
- The director of CEC is on UNM's Diversity Council, hoping to institute policy changes to address the achievement gap at UNM
- The director of CEC is a core trainer with the Antiracism Training Institute of the Southwest and is able to conduct antiracism workshops across the state
- We are members of Families United for Education; a coalition of 43 community organizations and 400 family members who advocate for equity and justice within the educational system
- We strategically partner with ethnic studies and services on a number of projects and initiatives for equity and inclusion. For example, we are developing a concentration within Native American Studies with NAS to create a Tribal Service Corps experience for Native American Students
- Staff members of CEC are on the Lumina Unidos Project strategy groups. The overall goal is to graduate more Latino/Hispanic students from secondary, enroll in higher education and graduate from higher education institutions.

9) How does your department/program collaborate with other departments/programs?

As the only AmeriCorps program on campus we are ever increasing in size. The following

departments and programs on campus are ones we collaborate with in a variety of ways, where we recruit Service Corps members, place Service Corps members, teach classes/workshops, receive assistance with evaluation, work on projects together across the state, develop policy initiatives, and write grants together:

- Native American Studies
- El Centro de La Raza
- African American Student Services
- McNair/ROP Program
- Project for NM Graduates of Color
- Provost's Diversity Council
- Research Service Learning Program (RSLP)
- Language Literacy and Sociocultural Studies
- P-20 Initiative out of College of Education
- University Studies Program
- College of Education
- LGBTQ Center
- Health Education Program
- English Department
- Office for Community Health
- College of Nursing
- CEOP
- Chicano Studies
- Family Development Center
- ENLACE
- KUNM
- Global Education Office
- Men Of Color Initiative
- Office of Equity and Inclusion

We have many partners on campus who serve similar students in a different way. For example, the Research and Service Learning Program (RSLP) is one of our close partners and we encourage all our Service Corps members to take RSLP classes. A similar successful partnership has been with the Teacher Education where we have TeacherCorps members, training as teachers and serving in partner community schools and sites. Another example of our partnerships is with the ethnic centers (El Centro de La Raza, American Indian Student Services, and African American Student Services). We recruit many of our Service Corps members from these departments and collaborate with them on classes, events, and conferences. Giving the students increased high impact activities is seen as a benefit that increases student success (George Kuh). We are currently co-constructing a minor in community engagement in collaboration with some of the above mentioned partners. We are also on the task force for the Carnegie Classification for Community Engagement and the Faculty Senate Community Engaged Scholarship task force. Both these efforts build on decades of work to institutionalize community engagement at UNM.

10) Describe improvements your department/program has implemented in the last year to improve services and accessibility of the service you provide.

- We have developed protocols to evaluate and measure the impact of the CEC goals and services through the CEC data base, surveys and other methods for data collection and analysis.
- We have expanded learning opportunities for Service Corps members and other students by offering additional UNM courses
- In the past year there have been a number of CEC collaborations, resulting in a collective group of faculty, staff and students partnering for impact on campus through initiatives, projects, courses, student organizations. Some of the collaborative efforts include College of Social Transformation and forums on the Lottery Scholarship
- We have moved towards an electronic system of maintaining member hours for AmeriCorps, this has involved training all Corps on the new system. This has improved

efficiency in services

- Our recruitment, orientation, placement cycle has been improved to be more systematic and regular. This has improved accessibility of our services for incoming students and the process once enrolled in the program. The cycle is now bi-monthly and CEC Interns are involved in the entire process
- We are part of the ABC community schools partnership in the city. This is a collaboration of the county, city, APS, UNM, CNM and many non-profits coming together for collective impact in our city. The UNMSC model is one they use as part of the community schools movement in Albuquerque, and they consider us as one of the professional development providers across the city. Service Corps members have an opportunity to apprentice with this collaborative. ABC is seeking funds to have Service Corps interns.
- As a part of the national FoodCorps Program (in ten states across the US), we have started the FoodCorps NM with seven full-time AmeriCorps members who serve at five non-profits across NM addressing food insecurity, nutrition, health and well-being
- The Economic Justice Service Corps has built a strong partnership with the Native American Community Academy to provide leadership development and dual credits for high school students. Service Corps members have also apprenticed with legal counselors at United South Broadway.
- We have developed a database that allows students, staff, faculty and community to learn about community-based programs on campus.
- We are collaborating with UNM marketing and outreach to continue to outreach to students and community about opportunities for partnerships and involvement.
- We are part of a campus initiative that is offering education and outreach for students and their families to enroll for free or reduced cost medical services.
- The CEC has developed a strategic plan in order to enrich the learning experiences for the Service Corps. The CEC interns are an integral part of the plan that will improve the UNMSC program.

11) What role does your department/program play in student recruitment, retention, and graduation?

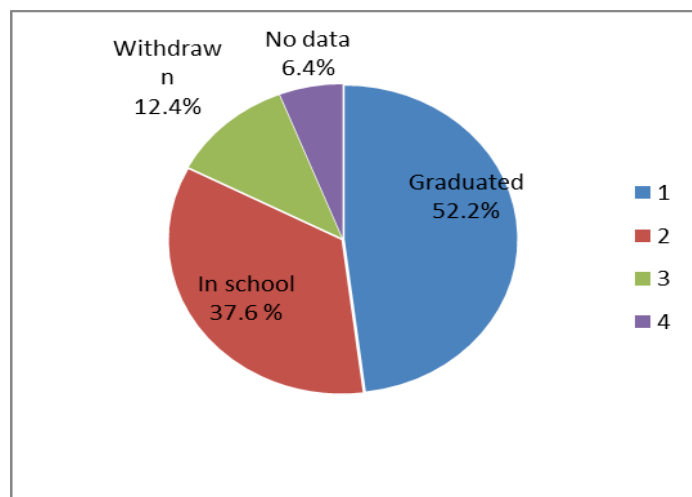
The CEC program utilizes CEC Interns to maximize university and community assets to address community identified needs through civic engagement and service-learning initiatives. We provide a unique opportunity for students to receive real world experiences with strong community leaders, while receiving educational award as well as academic credit. We engage faculty to connect their coursework to local community partners and organizations, providing community engagement opportunities for their students. The CEC has a proven track record of impacting Recruitment, Retention, and Graduation at UNM. Over the past year, we have developed methods to gather data that has revealed promising information about the services the CEC provides some highlights are:

- CEC has brought in over \$1.4 million in scholarships to UNM
- CEC through the UNMSC has provided over 600,000 hours of service
- CEC has enrolled and provided scholarships for over 800 UNM and CNM students

- Over 413 UNMSC have graduated from UNM
- 70% of UNMSC qualify as low income, 65% are first generation college students and all have an average GPA of 3.5
- 75% of UNMSC are Hispanic, over 6% African American, 4.8% American Indian, 4.8% Asian
- 148 of UNMSC have returned to complete a second term of service

Our sample group data revealed that our graduation rates are higher for any given sub-group than the UNM average. We recruit high school students and CNM students into the UNMSC. These students work side by side with our UNM students and form the social networks needed for them to understand the UNM system and enroll. Additionally, our students have reported in their exit interviews that the experience impacted them completing their degree and graduating.

Graduate and retention rates of Service Corps members from 1999-2012:



	Number of students	%
Total members enrolled (1999---2012)*	802	
Total members graduated	414	52.20%
Total members in school	229	38%
Total members Withdrew from school	99	12.40%
No data	51	6.40%

Research at UCLA has shown that service based work increases GPA's. GPA is linked to retention of students. Students active in service will get better grades and thus have a better chance of graduating. The recent data collected by CEC further supports this research. Moreover, by enabling

students to implement what they are learning in the classroom, the Service Corps helps students understand the relevance of their college education and how it benefits their communities.

The national Bonner Foundation network has recorded strong data to support the retention of students involved in leadership programs through community engagement. With its founding principles being similar to those of the national Bonner network, we believe the CEC Intern Program has a similar effect on the students involved and on the 150 UNMSC members they lead. We want to utilize some of the SFRB funds to continue to assess and document the impact of the program for quality development and expansion.

With funds to support research we have been better able to track the impact on student retention and graduation at UNM. We have developed an evaluation tool that allows us to collect and analyze data. However we need staff time dedicated to this which is one of the requests from SFRB this year.

Student Involvement

12) How are students involved in the decision making process of your department/program?

CEC is dedicated to leadership development of undergraduates and graduates. The student to staff balance at all meetings is in favor of students; we currently have ten students and five staff at our decision-making tables. All CEC Interns and graduate assistants are at our strategic planning meetings, where they are active participants in deciding the direction of the organization and partnerships. At CEC, the interns attend staff meetings as our peers. Such joint staff meetings are held once a week and are critical in providing direction, feedback, and charting next steps. The CEC Interns are in charge of the design and implementation of the monthly UNMSC workshops and retreats.

The graduate assistants design, implement and evaluate workshops and all forms of professional development/classes and participate in the development of the CEC minor and certificate programs of study. They do this with input from the staff and other UNMSC members. UNMSC, who work at the sites, are the primary planners of the projects that go on there. They plan and implement the curriculum on their own with resources and guidance.

Planning stages of the UNM Community Engagement Center included CEC Graduate Assistants and Interns and UNMSC in the core program development team. CEC Interns along with the UNMSC will represent the UNM student body on the CEC council. CEC Graduate Assistants assist in designing and implementing the evaluation of the UNM Community Engagement Center and UNMSC programming.

13) How do you plan to increase student participation in your department/program and improve service and accessibility to the students of UNM?

Over the past year the CEC Interns have been integral component in providing the services the CEC offers to students. More and more we are increasing student participation in our program and sharing more about the impact of our program on academics, retention, graduation, and community project needs. We believe this will increase participation in our program.

- The CEC relies on work-study to help fund student positions, additional resources are needed for non-work study students interested in participating. This is an internship like

position that requires at least 15 to 20hrs/week of commitment.

- UNMSC members are recruited from every department across campus. We will continue to utilize our website and other social media tools to increase awareness of our program. We will also visit college Deans to help them understand the benefits of the program to their students and faculty.
- Finding out how and why students participate in service is crucial. Our initial results based on focus groups need to be utilized for future programming and we need to survey students through Student Voice on campus. With this information we will develop a plan to increase the students' ability to engage more. We want to utilize SFRB funds to hire a graduate student to help collect and analyze data.
- We plan to continue increasing our partnerships with organizations working with community.

14) Describe your program's level of participation.

- a) How many students are actively involved in your department/program? Please provide a brief example.

We have 150 university students employed through work study and other funds serving in over 40 neighborhood projects every day. Each Corps member serves approximately 20hrs/week for up to 4 terms of service. Typically, one term of 900 hours of service is completed in 4 semesters, including summer. We have 5 graduate students actively involved in our organization, two in documentation and evaluation, one with the development of our leadership institute, and two facilitating classes and professional development. We have 5 CEC Interns who are student staff members in our leadership group involved in the strategic direction of the whole organization and actively involved in designing and implementing professional development workshops for the 150 Corps members. This involves experiential education and team-building activities. UNMSC students often assist other projects and organizations in their workshops and symposiums on campus.

The number of students who have completed between 1 to 4 AmeriCorps terms of service and received educational awards:

	1 term	2 terms	3 terms	4 terms
	621	148	28	5
Total members	802			

- b) How many students are impacted by your department/program? Please provide a brief example.

	# Per Year	# Impacted	Total
Workshops	8 per Academic	Approx. 40 UNM Students per	Approx. 200 UNM Students
Retreats	2 per Academic	30 to 35 UNM Students	Approx. 60 to 70

Classes	7 per Academic	10 to 15 students enrolled in each course	Approx. 70 to 85 Students
Community Site	Ongoing	35 to 40 children, youth and families at each site. *CEC has 40+ sites	Approx. 1500 children, youth, and families. 5 CEC Interns would be assigned to 8 sites each.
Website Development	Ongoing	Outreach to UNM and wider Abq. Community, NM Community Colleges, local, national, & international partners.	Measurable with website Counter
Database for CEC	Ongoing	Resource for UNM students & faculty & community members	Measurable with website counter
FoodCorps NM	Ongoing	Six communities across the state, (children, youth and families)	Measurable by AmeriCorps members at sites

We impact approximately 1500 Albuquerque youth/family members on a daily basis through our direct service. The mentorship the UNMSC provides the youth has a direct impact on young people believing in higher education as a viable option.

CEC Interns create leadership opportunities for UNM Service Corps members.

- i. The current funding supports 5 intern positions, workshops, professional development & retreats
- ii. Workshops on how to apply for scholarships and funding for research and travel.
- iii. Planning and designing their own community based projects.
- iv. Designing and implementing monthly workshops and retreats. Workshops help increase responsibility in community-based projects. They help students understand the impact of their work in community-based sites and helps develop a sense of community leadership.
- v. 150 students serving 40 sites.
- vi. They understand the interconnectedness of community issues.
- vii. Students develop a sense of camaraderie which helps them build social networks so that retention and graduation are impacted.
- viii. AmeriCorps and CEC Internship affiliation has weight within graduate school admissions, and helps students in furthering their higher education.
- ix. AmeriCorps scholarships offer up to \$2,700 of financial support to low income students in continuing their education.
- x. It engages students in experiential learning allowing theory taught in class to be practiced in real-world situations further increasing student motivation to stay in school.

15) How many students do you employ, including graduate assistants, interns, etc?

- 150 university students at 0.5 FTE

- 5 graduate students at 0.5 FTE - for professional development of the UNMSC, documentation, data collection and evaluation, project coordination, facilitating community engagement reflection sessions, and facilitating classes.
- 5 CEC Interns – undergraduate students at 0.5 FTE

Self-Evaluation

16) Describe in detail the systems in place for tracking the UNM student population and non-UNM student populations served by your department/program. This includes how you track the students you serve on a repeat basis and the students that are served just once. Comment on the system's effectiveness, changes made this year, and plans needed for improvement. (Note: We realize that tracking systems will vary across departments/programs.)

16 years of managing Federal grants has equipped us with systems to track students served:

- We maintain files on all AmeriCorps/UNM Service Corps members
- Time sheets for student employees
- Sign-in sheets for UNMSC served at workshops on a regular basis
- Sign-in sheets for events or programs to track students served once
- There are annual progress reports compiled by every CEC site. These reports are on the UNM students working there and the Non-UNM population that use the site. This gives detailed numbers for both how many students work there and how many non-UNM population utilizes the site. How they get this information varies from site to site but include surveys, timesheets, and sign-in sheets.

These methods of tracking have allowed us to get accurate numbers on when and where UNM students work, who is utilizing our programs, and how often. Also, how they feel the programs are affecting them. They have been effective.

17) What methods have been used in evaluating your department/program (for example, surveys, focus groups, interviews), and have these methods proved to be effective?

Methods to evaluate our programs, projects, classes, workshops and other services offered by the CEC include:

- The UNM-CEC database of community engagement
- Core principles aligned with practices for internal congruence
- After school programs incorporate evaluation of their progress. This involves surveying UNMSC members, parents, students, and teachers to gather qualitative information on use.
- Sign-in sheets to get quantitative results on how many students are served at community sites and how often.
- Focus groups to understand program effectiveness and future direction
- Service Corps Members complete a growth and development evaluation and exit interview upon completion of the work.
- The organization had an external review through AmeriCorps and had very favorable results.

- In the past we underwent an external review by an organizational assessment expert funded through Atlantic Philanthropies. The results of which were extremely favorable. All recommendations were helpful and used over the course of the year.
- Pilot focus groups with UNMSC alumni regarding their experience and input on program improvement. The focus groups have informed our future evaluation efforts in documenting the UNMSC experience.

The methods of evaluation have been effective for purposes of impact and direction for our program. We hope the SFRB funds will help us continue to achieve this and improve our efficiency at communicating our impact, in order to better provide access and services the CEC provides. A Graduate Assistant has been hired to work specifically on data collection, analysis, documentation and communication, and we hope SFRB funds will continue to provide support.

Use and Effects of Funds and Action on Prior Recommendations

18) State your objectives for the funding you received through the previous SFRB process. Describe how you met those objectives, and if you did not, please explain why.

- a) Provide a short outline of each program/project SFRB funds are used for. How long has each program/project been in operation? What are the outcomes of each program/project?

The leadership program in CEC has been in effect since 1998. Current SFRB funds have helped support the Interns and Graduate Assistants in a number of core areas. For example, this is what we committed to and what we achieved:

- Recruit and retain five CEC Interns to serve as student staff in Community Engagement Center. Objective met.
- CEC Interns were to design and implement monthly workshops and retreats for 150 UNM Service Corps members as well as to children, youth, and families in our communities. Objective met.
- One goal for the Graduate Assistants was to prepare to evaluate the UNMSC experience through individual interviews and focus group interviews with the approval of the University Human Research Review Committee. Objective met.
- The Graduate Assistants were to aid in the development of the CEC program of study, design and implement curriculum for current courses offered by the CEC. Objective met.
- Graduate Assistants were to help align the CEC mission and values with all curricula and CEC educational activities. Objective met.
- Interns helped mentor UNMSC Leaders in developing their community based projects deepening their practice at their community sites and providing an opportunity for UNMSC Leaders to pursue their interests.
- CEC Interns have also supported other campus partners in events such as PNMGC workshops, Lottery Scholarship Forum, School of Social Transformation meetings and forum, 3rd Annual CEC Symposium and the Men of Color Initiative. This

- experience aids in keeping students interested in their academic careers increasing retention while providing a much needed service in our communities.
- The UNMSC has been developing leaders at UNM since 1997. In that time the UNMSC has been the catalyst for numerous community-based initiatives and projects. The CEC allows its leaders to develop their own community-based projects developing the student's roles, and responsibilities on and off campus. The outcome of the program is the development of student leaders who take initiative in their learning in the classroom and developing community oriented leaders who have program creation experience.
 - Graduate Assistants and Interns have helped facilitate a number of community and youth forums on and off campus.

19) Specifically address and comment on each recommendation made to your departments/program by last year's SFRB.

Note: If you do not have the letter from last year's SFRB process that included recommendations, please contact the GPSA (277-3803) or ASUNM (277-5528) offices for a copy.

The SFRB recommendations from last year were:

The SFRB believes that a mixture of alternative revenue streams in addition to student fees should support CLPS since some students are provided credit hours for involvement with CLPS. As such, some revenue generated through credit generating courses should be given back in the form of financial support. The SFRB also recognizes CLPS as a "program to get behind" in the Provost thread of addressing K-12 issues. CLPS helps UNM recruit first generation students.

In response CEC would like to echo the words of SFRB, that the credit hours we produce should in some way be income generating sources for our organization. We have taken steps to sit with the Dean of University College to see what can be done to address this issue. It seems nothing can happen until CEC is under University College. Meanwhile it is worth noting for the record that the only reason CEC turned their professional development sessions for AmeriCorps members into credit bearing courses was to help students graduate and connect their academic programs to community engagement. It is also worth noting that Graduate Assistants funded by SFRB are not teaching, they are assigned to research, documentation, evaluation, professional development, community forums, and the design and development of CEC project areas. We would also like to thank SFRB for mentioning the fact that CEC intentionally recruits first generation students and that we are a "program to get behind."

Summary

20) Provide any other information or a narrative that will assist the SFRB in making a decision to grant your department/program funding.

It is worth noting that the UNM Community Engagement Center is one of the few organizations on campus that: works with undergraduates and graduates from every major on campus; works with north campus and main campus faculty and programs; has been in operation for over sixteen years;

and has had long-term relationships with community leaders and organizations for over that time addressing community-identified needs. We have brought in over \$1.4 million in scholarships at UNM and provide low socioeconomic students a leadership opportunity and a way to fund their education. Our UNM Service Corps are ambassadors for UNM providing much needed support to some of the most marginalized neighborhoods in Albuquerque. As they apprentice with the strong community leaders in these neighborhoods they find purpose in their education and valuable work experience that will give them a greater chance for employment once they leave UNM. Finally, it is also worth noting that recruitment, retention, and graduation rates of these UNM students is improved through the experience, which includes the many young New Mexican children who are inspired to come to UNM by their UNM mentors in the Corps.

The CEC Intern Project will be overseen and run with the help of students. This project directly impact students' future participation in the community and civics. The Corporation for National & Community Service found participating in programs such as this, is the second highest factor in people being civically involved, only parents talking politics at the dinner table was a more influential factor. Researchers at UCLA found that students whose jobs involve working in the community have higher GPA's than those who do not. The research of Dr. George Kuh directly correlates to what we do in CEC and affirms our work.

Furthermore, studies of incoming freshmen have found that 80% of them believe that community engagement is important, higher than at any other point in history. Students want to be more engaged in service. By increasing their opportunities to do this you will be meeting the needs of the present student population.

A story that demonstrates the impact of CEC:

Christiana Romero was ten years old when she participated in an afterschool program in Santa Barbara Martinez Town. This is one of the programs that UNM Service Corps members coordinate. She was mentored by the UNMSC at this site and encouraged to attend UNM. She then became a UNM Service Corps member serving at the site she grew up in, where she continued to mentor the children of her neighborhood. The AmeriCorps education awards she received allowed her to continue her academic studies and participate in international (N. Ireland) and local service initiatives through CEC. After two years of that she became one of the CEC Interns. Her story exemplifies the long term impact of students serving in neighborhoods and cultivating community leaders who see a purpose for their education and connecting it back to their communities.

CEC Intern Program Job Descriptions

CEC Intern

- Design and implement monthly workshops for 150 UNMSC members in community and on campus
- Attend all strategic planning meetings for CEC
- Nurture UNMSC leadership development of UNMSC through site based visits and mentorship
- Aid in linking academic study to community engagement
- Participate in professional development to better understand the root causes of inequities in society

- Organize and support cross-networking of on-campus entities
- Assist in the CEC office where UNMSC come for assistance
- Organize and coordinate community outreach with university entities
- Promote and publicize service initiatives
- Assist Graduate Intern in developing and implementing assessment/documentation plans
- Program development and implementation of civic engagement initiatives with the community
- Active role on advisory board for Community Engagement Center
- Recruit and retain additional CEC Leaders
- Assist CEC director in conducting Community Engagement Center focus groups of community members, neighborhood youth, students, faculty, and program staff

Graduate Assistant for Technology

- CEC, UNMSC, CEC Intern website development and maintenance
- Workshops for CEC Interns and staff on new social media
- Professional development for staff and CEC Interns on website updates
- Create and maintain a CEC database that centralizes community engagement efforts on campus. The database will serve as a networking resource of students, faculty, staff, community partners and community organizations

Graduate Assistant for Evaluation/Documentation

- Document and evaluate impact of CEC program
- Utilizing students and faculty member input in the development of tools and plans
- Create survey instruments, focus group interview questions to collect data
- Analyze data in collaboration with community and faculty mentors
- Disseminate and analyze all Growth and Development tools for all 150 UNM Service Corps members
- The Graduate Student will play a crucial role in the leadership development of UNMSC members and Community Engagement Center.
- Actively engage in the strategic direct of all CEC programs
- Assist in fund raising efforts
- Help align CEC core principles with all programming
- Facilitate workshops and professional development in lessons learned

The impact of the leadership development of UNMSC members is to:

- Increase the connection between service and academics through community-based research opportunities.
- Increase the impact on children, youth and families in the 40 sites UNMSC serve in
- Enhance the network of UNMSC so that they have a stronger sense of community at UNM
- Advance the civic knowledge of Corps members so that they can be more actively engaged

in democratic processes

- Provide information and professional development so that Corps members can advance to graduate programs that serve society

***new applicants and/or those that did not receive funding last year do not need to complete items 6, 7, 18, and 19**

Note: Please be sure to focus on the programs and services that are funded by SFRB funds. It is always a pleasure to hear about all the great things departments are doing, but the focus of the application should be on SFRB funded programs and services.

Please remember that a completed application consists of a signature from your Department Head, as well as a comprehensive, itemized budget for your entire department, including all funding sources. Your application will be considered incomplete if it is missing either of these components.